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ABSTRACT

These appendixes contain (1) correspondence related to selection of exemplary cooperative education programs for study in developing guidelines for planning, managing, and evaluating such programs and (2) materials collected from the programs identified relating to project management, objectives, program evaluation, and followup. (Volume I, the body of the report, which is bound separately, contains a brief description of procedures used in developing the guidelines, discusses the various components of the planning, management, and evaluation process, and outlines a training program for administrators.) (JT)

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ED136035

VOLUME II

FINAL REPORT

PROJECT NUMBER: 498AH50102
GRANT NUMBER: 300-75-00435

CHARLES L. BLASCHKE
EDUCATION TURNKEY SYSTEMS, INC.
1030 - 15TH STREET, N. W.,
WASHINGTON, D. C. 20005

JOANN STEIGER
STEIGER, FINK, AND KOSECOFF, INC.
6723 TOWNE LANE ROAD
MCLEAN, VIRGINIA 22101

MODELS AND PROCEDURES FOR IMPROVING THE PLANNING, MANAGEMENT, AND EVALUATION OF COOPERATIVE EDUCATION PROGRAMS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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JUNE 1976

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION

OE 0/0 181

APPENDIX A

EDUCATION TURNKEY SYSTEMS, INC.
PROVIDING CATALYTIC SERVICES FOR EDUCATION
CORPORATE HEADQUARTERS: 1660 L St. N.W.
Washington, D.C. 20036

INITIAL CONTACT LETTER SENT TO STATE DIRECTORS OF VOCATIONAL EDUCATION

Education TURNKEY Systems, Inc., and our associate contractor, Steiger, Fink, and Smith, Inc., were awarded a contract under Part C to design a systematic set of procedures for planning, managing, and evaluating cooperative education programs. The project is described briefly in the enclosed abstract.

One of our initial tasks is to identify particularly noteworthy existing management and evaluation systems for cooperative education programs. The purpose of this letter is to solicit your nomination of two cooperative education programs within your state which have developed effective and well-documented procedures for one or more of the following: needs assessment, planning, management, and/or evaluation. Your assistance would help us enormously in this initial effort.

Once we receive your nomination, and the telephone number of the responsible or knowledgeable LEA officials, we propose to contact them requesting descriptive information or other documentation of their procedures. We will then assess the procedures reported and synthesize appropriate components into our overall management system design. We would be pleased to share our results with you.

We appreciate your cooperation and look forward to the opportunity to build upon exemplary programs developed under your state leadership. Dr. Steiger and I would be delighted to discuss any aspect of this project with you by telephone. Please feel free to call us collect.

Your early response would be greatly appreciated.

Sincerely,

Charles L. Blaschke
President

JoAnn M. Steiger (703-821-2717)

CLB:jmj
Enclosure: Abstract

PROJECT ABSTRACT

PROJECT NO.: 498AH50102

TITLE: Development of a System for Planning, Managing, and Evaluating Cooperative Work-Study Programs

PROJECT MANAGER AND INSTITUTION: Charles L. Blaschke
Education TURNKEY Systems, Inc.
1660 L Street NW, Suite 1213
Washington, D.C. 20036
Tel.: (202) 293-5950

GRANT PERIOD: 1 July 1975 - 30 June 1976 (12 months)

PURPOSE OR OBJECTIVES:

The major objective of this project is to design a systematic set of procedures, forms and implementation instructions for planning, managing, and evaluating cooperative work-study programs conducted by educational institutions in coordination with community and industrial groups. In addition to the overall design, a needs assessment component, including procedures and training exercises, will be produced for use by planning and development staff involved in work-study programs.

PROCEDURES:

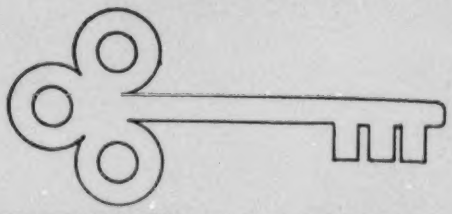
Relevant existing models for planning, managing, and evaluating projects, particularly work-study projects, will be analyzed, identifying appropriate components for synthesis into the above design and needs assessment component. Based upon an assessment of project directors'/administrators' needs in planning, managing, and evaluating special projects, the specifications for the overall design will be determined in collaboration with LEA and SEA officials, building upon the strengths of existing techniques. In addition to being practical, the design will also be flexible in order to accommodate situational conditions, urban/rural programs, and various types of industrial settings. Specifications for conducting cost-effectiveness analysis will also be addressed.

PRODUCTS OR RESULTS:

The results of this effort during the initial phase will be: a) a detailed specifications design for the overall model; and b) a needs assessment component available for use by the practitioner during the initial stages of planning and developing a work-study program. Both the design and the needs assessment component will be useful to LEAs in formulating a work-study program, particularly evaluation component.

SIGNIFICANCE:

With increasing placed upon work-study programs in the area of vocational education and the increased priority indicated by the president of Ohio State University's speech, the model design and needs assessment component will provide both a conceptual design and practical procedure for meeting a need which will increasingly expand.



EDUCATION TURNKEY SYSTEMS, INC.
PROVIDING CATALYTIC SERVICES FOR EDUCATION
CORPORATE HEADQUARTERS: 1660 L St. N.W.
Washington, D.C. 20036

FOLLOW-UP LETTER SENT TO STATE DIRECTORS OF VOCATIONAL EDUCATION WHO NOMINATED SITES AS EXEMPLARY PROJECTS

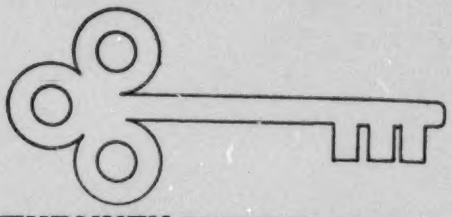
Thank you very much for your prompt reply to our request for nominations of exemplary cooperative education programs presently using noteworthy planning, management, and evaluation techniques. We are in the process of contacting the individuals designated in your letter to request documentation on their projects and, specifically, the techniques used in the above areas.

In light of some recent decisions at the Federal level, regarding priorities assigned to cooperative education (broadly defined), and discussions with Federal as well as state officials, the study effort which we are conducting appears to be significant indeed and very timely. The approach we are taking is a pragmatic one attempting to design a system which will be of practical utility to officials at the SEA and LEA level. Moreover, the documentation of planning, management, and evaluation techniques which we have reviewed indicates that serious thinking and design efforts have already been undertaken at several sites. As we continue to review these documents, we would be pleased to share with you our preliminary findings and observations prior to submission of the final report next year, if you feel such an interaction would be beneficial as you begin initial planning efforts under Part D and other activities. Please feel free to call us collect.

Thank you again for your cooperation. We look forward to hearing from you.

Sincerely,

Charles Blaschke
President



EDUCATION TURNKEY SYSTEMS, INC.
PROVIDING CATALYTIC SERVICES FOR EDUCATION
CORPORATE HEADQUARTERS: 1660 L St. N.W.
Washington, D.C. 20036

LETTER SENT TO SITES NOMINATED BY STATE DIRECTORS OF VOCATIONAL EDUCATION AS EXEMPLARY PROJECTS

Under contract to the U.S. Office of Education, Education TURNKEY Systems, and our subcontractor, Steiger, Fink & Smith, are gathering information on exemplary practices to be used in designing a systematic model for needs assessment, planning, administration, evaluation and follow-up in cooperative education/work experience programs. As noted in the enclosed letter, your program has been nominated by your state department of education as possibly contributing to this significant effort.

One of our first problems has been to clearly define three categories of programs which sometimes seem to get confused: cooperative education, work-study, and work-experience. We are using definitions based on those which the State Directors tentatively agreed upon at a recent USOE meeting:

> COOPERATIVE EDUCATION: a program of on-the-job work experience related to the student's course of study and chosen occupation. Such programs have educational objectives, including specific skill training objectives, and the work experience is closely tied to classroom instruction.
>
> WORK-STUDY: a program of employment to provide financial assistance to students who are in need of earnings from employment to commence or continue their vocational program. The employment is not necessarily related to the student's course of study.
>
> WORK-EXPERIENCE: a program of on-the-job work experience designed to acquaint the student with the job setting. Such programs have educational objectives -- usually in the area of expanding the student's career horizons or introducing the student to job activities and requirements -- but not skill building objectives. A wide variety of programs, including most career education work units and post-secondary clinical experience programs, fall into this category.

Our study is concerned with both cooperative education and work-experience programs, but not with work-study programs. In gathering information, we feel it is essential to maintain the distinction between cooperative education programs

with skill building objectives and the broader work-experience programs. Both types of programs are extremely valuable, but they differ in purpose and in management requirements.

We would greatly appreciate your cooperating in this project by furnishing us with the following information and materials, where available:

1. Identification of your program as cooperative education or work experience.

2. A written description of the program, its purposes and activities (e.g., excerpts from a proposal, etc.)

3. Description of procedures used for needs assessment, planning, administration, evaluation, and follow-up, particularly those procedures which have proved especially effective.

4. Any documentation of management procedures used such as handbooks, operating instructions, forms and data collection instruments.

5. Any other information you think might be of value to this study.

Thank you very much for your assistance. If you have any questions, please call me or Dr. Steiger collect at (202) 293-5950. When we have completed our study, we will be happy to share our findings with you.

Sincerely,

Charles L. Blaschke
President
Educatic Turnkey Systems, Inc.

JoAnn Steiger
President
Steiger, Fink & Smith, Inc.

Encl: Letter from SEA
Project Abstract

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DE WITT, NEBRASKA 68341
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824 LINCOLN BUILDING
LINCOLN, NEBRASKA 68508
WALTER L. MOLLER
112 WEST 3RD STREET
WAYNE, NEBRASKA 68787

State of Nebraska
Department of Education

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COMMISSIONER OF EDUCATION
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HAROLD O. PETERSON
615 SOUTH 67 AVENUE
OMAHA, NEBRASKA 68106
Mrs. MARILYN FOWLER
1904 PLUM CREEK LANE
LEXINGTON, NEBRASKA 68850

Form letter 10/15
Letter to nominees 10/14

October 8, 1975

Ms. JoAnn Steiger
Education Turnkey Systems Inc.
1660 L St. N.W.
Washington, D.C. 20036

Dear Ms. Steiger

In reference to your letter of September 10, 1975, requesting contacts in noteworthy Cooperative Education programs we are providing the following:

Post Secondary Technical Community College Level

Mr. Gary V. Lund, Associate Dean of Instructional Services
801 E. Benjamine Avenue, Norfolk, NE 68701
Phone: (402) 371-2020
Re: Planning and Management

Secondary, Cooperative Disadvantaged for Adult Drop Out

Mr. John Sheldon, Coordinator of Adult Education
3902 Davenport, Omaha, NE 68131
Phone: (402) 554-1111
Re: Needs Assessment, Planning and Management

Secondary, Regular Cooperative Programs

Mr. Joe Arn, Vocational Director
14th & Lincoln Road, Bellevue, NE 68005
Phone: (402) 291-6552
Re: Planning and Management

Please note that we would appreciate correspondence forwarded to the above be carboned to our office. We look forward to sharing the results of your study.

Sincerely

Glen H. Strain

GLEN H. STRAIN
Assistant Commissioner for
Vocational Education

kaw

cc: Gary Lund, Joe Arn
John Sheldon, Larry Loomis

WILSON RILES
Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

October 20, 1975

Mr. Charles L. Blaschke, President
Education TURNKEY Systems, Inc.
Suite 1213
1660 L Street, N.W.
Washington, D.C. 20036

PART C PROJECT - COOPERATIVE VOCATIONAL EDUCATION

Please excuse our delay in responding to your September 10 letter. The time was used to solicit recommendations from our staff.

Attached is information regarding four outstanding Cooperative Vocational Education Programs in California. If we can be of further assistance, please let us know.

S. L. Barrett

S. L. Barrett
State Director of
Vocational Education
916/445-3314

SLB:mr
Attachment

Outstanding Cooperative Vocational Education Programs - CALIFORNIA

Agriculture

Visalia Unified School District
Jack L. Stevens
Secondary Curriculum Assistant
315 East Acequia Street
Visalia, CA 93277
209/733-1400

Medical Secretary

Cubberley High School
John Martin, Asst. Supt.
Palo Alto Unified School District
25 Churchill Avenue
Palo Alto, CA 94306
415/327-7100, ext. 4316

Office Education

Lincoln High School
J. C. Bellenger, Asst. Supt.
Adult and Vocational Education
San Jose Unified School District
1605 Park Avenue
San Jose, CA 95114
408/998-6182

Distributive Education

San Mateo High School
Troy Nuckols, Director
Career Development Programs
San Mateo Union HS District
400 Murchison Drive
Millbrae, CA 94030
415/697-6615

DEPARTMENT OF PUBLIC INSTRUCTION

STATE OF NORTH CAROLINA RALEIGH

November 14, 1975

Mr. Charles L. Blaschke, President
Education Turnkey Systems, Inc.
Corporate Headquarters
1660 L St. N. W.
Washington, D. C. 20036

Dear Mr. Blaschke:

This is in response to your recent letter to Dr. Charles Law, Jr. requesting that we identify two cooperative education programs within the state that are during an effective job in planning and mangement.

It is difficult to identify the two best programs, however, I think you will find that the two listed below are doing a good job.

Mr. John Massey, ICT Coordinator
Smithfield-Selma High School
Smithfield, North Carolina 27577

Contact Person:

Mr. John Sanderson, Local Director
Johnston County Schools
P. O. Box 1336
Smithfield, North Carolina 27577

Telephone: (919) 934-4129

Ms. Nina Lineberry, DE Coordinator
Lumberton High School
Lumberton, North Carolina 28358

Contact Person:

Mr. William C. Gay, Principal
Lumberton High School
Box 1030
Lumberton, North Carolina 28358

Telephone: (919) 738-5271

I trust this information is adequate for your needs.

Sincerely,

V. B. Hairr, Associate Director
Occupational Education

VBH:fs

Form letter 10/3/75 to nominees 10/10

STATE OF INDIANA

State Board of
Vocational and Technical Education

INDIANAPOLIS 46204

120 West Market Street – 16th Floor
Area Code 317-633-4841

September 12, 1975

Mr. Charles L. Blaschke
Education TURNKEY Systems, Inc.
1667 L Street N.W., Suite 1213
Washington, D.C. 20036

Dear Mr. Blaschke:

In response to your letter dated September 10, 1975, I am recommending the following Local Educational Agencies for your project:

1. Fort Wayne Regional Vocational Center
   1200 South Barr Street
   Fort Wayne, IN 46802
   (219)743-0183
   Contact Person: Dr. William E. Martin, Director

2. Garrett High School
   701 Houston Street
   Garrett, IN 46738
   (219)357-3122
   Contact Person: Mr. Anthony Wesolowski, Jr., Director

We would appreciate receiving the results of the completed project.

Sincerely,

Don K. Gentry

DON K. GENTRY
Executive Officer/State Director
of Vocational Education

DKG/LF:pap

cc: Dr. William E. Martin
Mr. Anthony Wesolowski, Jr.

Form letter 10/3/75 to nominees 10/10

State of Wisconsin DEPARTMENT OF PUBLIC INSTRUCTION

Barbara Thompson, Ph.D.
State Superintendent

Dwight M. Stevens, Ph.D.
Deputy State Superintendent

DIVISION FOR INSTRUCTIONAL SERVICES
Robert C. Van Raalte, Assistant Superintendent

September 26, 1975

Mr. Charles Blaschke
Ms. JoAnn Steiger
Education Turnkey Systems Inc.
Corporate Headquarters
1660 L St. N. W.
Washington, DC 20036

In answer to your letter of September 10 soliciting our nomination of two cooperative education programs within your State which have developed effective and well-documented procedures for one or more of the following criteria:

needs assessment,
planning,
management, and/or
evaluation

we would like to recommend the following two programs

Don Amundson, LVEC (Local Vocational Ed. Coordinator)
Brown Deer Public Schools
3060 North 60th — Ms. Pat Good, Instructor
Brown Deer, WI 53223 / Office Practice Co-op

Eldon Broman, Supervisor
Milwaukee Public Schools
Industrial Education
P. O. Drawer 10K — Don Strubbe, Instructor, Hamilton H. S.
Milwaukee, WI 53201 / ICE (Industrial Co-op Ed.)

Good luck in your management design system.

Marlene Dobberfuhl

Marlene Dobberfuhl, Secretary to
Ruel F. Falk, Director
Bureau for Career and Manpower Development

126 Langdon Street, Madison, Wisconsin 53702

Form letter 10/3/75 to nominees 10/10

ILLINOIS OFFICE OF EDUCATION

Joseph M. Cronin
State Superintendent of Education

100 North First Street
Springfield, Illinois 62777

regional offices:

188 West Randolph
Chicago, Illinois 60601

2413 Broadway
Mt. Vernon, Illinois 62864

September 22, 1975

Mr. Charles L. Blaschke
President
Education Turnkey Systems, Inc.
1660 L Street, N.W.
Washington, D.C. 20036

Dear Mr. Blaschke:

In response to the request in your recent letter, we have identified two cooperative occupational education programs that probably meet the criteria for inclusion in your Part C project.

The following persons have agreed to nomination of their cooperative occupational education programs.

Mr. Robert De Vries, Director
Quincy Area Vocational Center
219 Baldwin Drive
Quincy, Illinois 62301
Phone 217/224-3770

Mr. Willis Shay
Director of Vocational Education
Joliet Township High School District No. 204
201 East Jefferson Street
Joliet, Illinois 60432
Phone 815/727-6890

Best wishes for success in this Part C project.

Sincerely,

Sherwood Dees
Assistant Superintendent
Vocational and Technical
Education

Form letter 10/3/75 to nominees 10/10

The Commonwealth of Massachusetts
Department of Education
182 Tremont Street, Boston 02111

DIVISION OF
OCCUPATIONAL EDUCATION

September 15, 1975

Mr. Charles L. Blaschke
Education Turnkey Systems, Inc.
1660 L. Street NW, Suite 1213
Washington, D.C. 20036

Dear Mr. Blaschke:

In response to your request for two cooperative education programs from this State, which have developed effective and well-documented procedures, the following could be contacted:

I - Distributive Education
Gerald F. Faherty
Brockton High School
Forest Avenue
Brockton, Massachusetts
Tele-(617) 588-7800

II - Electrical Cooperative
Daniel Griffin
Charlestown High School
30 Monument Square
Charlestown, Massachusetts
Tele-(617) 242-1450

Sincerely,

Patrick J. Weagraff
Associate Commissioner
Division of Occupational Education

PJW/PAH/Hy-26

Form Letter 10/3/75 to nominee 10/10

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
99 WASHINGTON AVENUE
ALBANY, NEW YORK 12210

ASSISTANT COMMISSIONER
FOR OCCUPATIONAL EDUCATION

DIVISION OF OCCUPATIONAL EDUCATION SUPERVISION
518: 474-4806

September 17, 1975

Mr. Charles Blaschke
President
Education Turnkey System Inc.
1600 L. Street, N. W.
Washington, D. C. 20036

Dear Mr. Blaschke:

In response to your letter of September 10 requesting the identification of two noteworthy cooperative education programs in New York State, I recommend the following programs:

New York City Bureau of Cooperative Education
Ms. Renee C. Sherline, Director
110 Livingston Street
Brooklyn, New York 11201 - Phone 212-596-6978

L. A. Wilson Technical Center Cooperative Program
Mr. Ronald Floor, Coordinator
Suffolk BOCES #3
17 Westminister Avenue
Dix Hills, New York 11746 - 516-549-4900

There are many outstanding cooperative programs in the state, but these have developed the most comprehensive management and evaluation systems.

I hope that this information contributes to the success of your project. Please share the results with me when the system design has been completed.

Sincerely,

Dale M. Post

Dale M. Post
Director

Form letter 10/3/75

NEWELL J. PAIRE
COMMISSIONER
ROBERT L. BRUNELLE
DEPUTY COMMISSIONER

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION

DIVISION OF
VOCATIONAL-TECHNICAL EDUCATION
105 LOUDON ROAD
CONCORD, 03301

to nominees 10/10

September 24, 1975

Mr. Charles L. Blaschke
Education TURNKEY Systems, Inc.
1660 L Street, NW, Suite 1213
Washington, DC 20036

Dear Mr. Blaschke:

In response to your letter of 10 September 1975 to Dr. Neal D. Andrew, Chief of the Division of Vocational-Technical Education, requesting identification of noteworthy existing management and evaluation systems for cooperative education programs, I would like to nominate the following two programs:

1. Mr. Warren Hall
   Co-op Coordinator
   Salem High School
   Salem, NH 03079
   Tel: 603-893-3515

2. Mrs. Theresa Sullivan
   Co-op Coordinator
   Manchester School District
   88 Lowell Street
   Manchester, NH 03104
   Tel: 603-668-8882

If I can be of further assistance to you, please feel free to contact me.

Sincerely,

Rafael S. Adames

Rafael S. Adames, Consultant
Cooperative and
Distributive Education

sjb
cc: Dr. Neal D. Andrew
Mr. Robert P. Stocking

B. W. ROBINSON
ASSISTANT COMMISSIONER
CAREER AND ADULT EDUCATION

DIRECTOR
VOCATIONAL EDUCATION

from letter 10/3/75

to nominees 10/10

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
STATE OF MISSOURI
Jefferson City 65101

September 18, 1975

Mr. Charles L. Blaschke, President
Education Turnkey Systems, Inc.
1660 L St. N. W.
Washington, D. C. 20036

Dear Mr. Blaschke:

In response to your recent letter I am pleased to suggest the following two people for contact purposes. They are as follows:

Mr. Richard Foster, COE Coordinator
Ft. Zumwalt School District
110 Virgil
O'Fallon, Missouri 63366
Telephone No. 314-272-6620

Mr. Robert Beaver, COE Coordinator
Nevada R-V School District
Nevada, Missouri 64772
Telephone No. 417-667-3014

We are pleased to furnish you this information.

Sincerely,

B. W. Robinson

B. W. Robinson
Assistant Commissioner
Director, Career and Adult Education

BWR:mcs

Form letter 10/6
Letter to nominees
10/6

STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS
DEPARTMENT OF EDUCATION
Hayes Street, Providence, Rhode Island 02908

Thomas C. Schmidt, Commissioner

September 30, 1975

Mr. Charles L. Blaschke
Education Turnkey Systems, Inc.
1660 L Street N.W. Suite 1213
Washington, D.C. 20036

Dear Mr. Blaschke:

As per your request, the two individuals below coordinate noteworthy cooperative education programs:

Mr. Louis Zangari
COVEP
Davies Vocational-Technical Facility
Jenckes Hill Road
Lincoln, Rhode Island 02865
728-1500

Mr. Elisha Moniz
Cooperative Education Supervisor
Hanley Vocational-Technical Facility
91 Winter Street
Providence, Rhode Island 02903
272-4900

If you have any further questions, feel free to contact this office at 277-2691.

Sincerely,

Thomas W. Stott

Thomas W. Stott
Consultant
Vocational Education

TWS/maa

STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

Letter 10/10
Letter to nominees 10/16

JOHN W. PORTER
Superintendent of
Public Instruction

Vocational-Technical Education Service

Box 928, Lansing, Michigan 48904

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Ex-Officio

October 3, 1975

Mr. Charles L. Blaschke
President
Education Turnkey Systems, Inc.
1660 L Street, N.W.
Washington, D.C. 20036

Dear Mr. Blaschke:

We have received your letter of September 10, 1975 requesting that we nominate Michigan Cooperative Education Programs which have developed effective and well-documented procedures. We have identified three such programs; they are:

1. Roy S. Lakanen — (616) 538-1580
   Wyoming Public Schools
   3575 Gladiola, S.W.
   Wyoming, Michigan 49509

2. Edward Petrongelli — (616) 722-1602
   Muskegon Public Schools
   349 West Webster Avenue
   Muskegon, Michigan 49440

3. Clifford Jump — (616) 968-2271
   Calhoun Area Vocational Education Center
   475 East Roosevelt
   Battle Creek, Michigan 49017

Sincerely,

Edwin St. John

Edwin St. John
Chief
Occupational Skills Program

ESJ/ilh

Washington State
Commission for Vocational Education

Daniel J. Evans
Governor

October 22, 1975

Mr. Charles L. Blaschke
President
Education Turnkey Systems, Inc.
1660 L Street, N. W.
Washington, D. C. 20036

Dear Mr. Blaschke:

In response to your letter of September 10, I wish to identify the cooperative education programs operated in Kennewick and Longview within our state as having developed effective and well-documented procedures in need assessment, planning, management, and/or evaluation. The responsible or knowledgeable LEA officials are as follows:

Mr. Fred Rexus
Kamiakin High School
600 North Arthur
Kennewick, WA 99336
Phone: (509) 783-4151

Mr. Kent Neeley
Longview School Dist. #122
28th and Lilac Streets
Longview, WA 98632
Phone: (206) 425-5000

Sincerely,

Arthur A. Binnie
Executive Director

AAB:mr

Building 17 — Airdustrial Park Olympia, Washington 98504 (206) 753-5662

State of West Virginia
Department of Education
Charleston
25305

DANIEL B. TAYLOR
STATE SUPERINTENDENT
OF SCHOOLS

October 23, 1975

Mr. Charles L. Blaschke, President
Education Turnkey Systems, Inc.
1660 L Street, Northwest
Washington, D. C. 20036

Dear Mr. Blaschke:

Thank you for your interest in our cooperative vocational education programs. Listed below are the names and addresses of two teacher-coordinators I feel will be able to assist you in your endeavor.

Carole Heim, Liberty High School
Route 5, Box 800, Clarksburg, W.Va. 26301

Robert E. Byus, Boone County Career and Technical Center
General Delivery, Danville, West Virginia 25053

I would appreciate your sharing the results of your research with the Bureau of Vocational, Technical and Adult Education, State Department of Education of West Virginia.

Very truly yours,

VOCATIONAL, TECHNICAL AND ADULT EDUCATION

John E. Cook

JOHN E. COOK, Supervisor
Cooperative and Distributive Education
and Work Study Programs

State of New Jersey
DEPARTMENT OF EDUCATION
225 WEST STATE STREET
P O BOX 2019
TRENTON, NEW JERSEY 08625

November 5, 1975

Mr. Charles L. Blaschke
Education Turnkey Systems, Inc.
1660 L Street, N.W. Suite 1213
Washington, D. C. 20036

Dear Mr. Blaschke:

In response to your request to Stephen Poliacik, Assistant Commissioner, New Jersey State Department of Education, Division of Vocational Education and the follow-up telephone conversation with JoAnn Steiger, we are pleased to nominate the attached list of Cooperative Education Programs for your project, number 498AH50102, "Development of a System for Planning, Managing, and Evaluating Cooperative Work Study Programs." As I indicated over the phone to JoAnn Steiger, we are nominating a program from each of our cooperative education disciplines. I am sure you will find the programs contain the elements you are researching in the areas of planning, managing and evaluating cooperative education programs.

If we can be of further assistance to you, please do not hesitate to call this office 609-292-6817.

Sincerely,

John A. Wanat

John A. Wanat, Director
Cooperative Vocational-Technical Education
Division of Vocational Education

JAW/lg/T674

Enclosure

Nominations of cooperative education programs for Education Turnkey Systems, Inc. are as follows:

AGRICULTURAL EDUCATION

Northern Burlington Senior High School
Columbus, New Jersey 08022
Mr. Ed Evaul
609-298-3900

COOPERATIVE INDUSTRIAL EDUCATION

Hanover Park High School
Mount Pleasant Avenue
Hanover Park, New Jersey 07936
Mr. Erick Schmidt
201-887-0300

DISTRIBUTIVE EDUCATION

Phillipsburg High School
675 Corliss Avenue
Phillipsburg, New Jersey 08865
Mr. Gene Pambianki
201-454-3400

BUSINESS EDUCATION

Livingston High School
Memorial Park Drive
Livingston, New Jersey 07039
Ms. Elaine Gompf
201-994-1550

HEALTH OCCUPATIONS EDUCATION

Matawan High School
Atlantic Avenue
Matawan, New Jersey 07747
Mrs. Helen Dolan
201-566-1800

HOME ECONOMICS EDUCATION

Keyport High School
Broad Street
Keyport, New Jersey 07735
Ms. Dorothy Spencer
201-264-0902

CAROLYN WARNER
SUPERINTENDENT

Arizona
Department of Education
1535 WEST JEFFERSON
PHOENIX, ARIZONA 85007
271-4361

October 27, 1975

Ms. JoAnne Steiger
Education Turnkey Systems, Inc.
1660 "L" Street, NW.
Washington, DC 20036

Dear Ms. Steiger:

On behalf of the Arizona Department of Education, I would like to nominate the following schools to participate in the Turnkey Project:

1. Glendale Union High School District No. 205
   7650 North 43rd Avenue
   Glendale, AZ 85301

   Representative: Mr. Chezlaw Schmidt, (602) 934-3411

2. Mesa High School District No. 207
   549 North Stapley
   Mesa, AZ 85203

   Representative: Mr. Al France, (602) 962-7380

Thank you for your interest in our cooperative education programs, and please feel free to call on me if I can be of further assistance, (602) 271-5354.

Sincerely,

Charles M. Ardolino, Ed.D.
Specialist, Work Education Programs
Division of Career and Vocational Education

Fl/lz/10/10.24

COMMONWEALTH OF KENTUCKY

Department of Education

BUREAU OF VOCATIONAL EDUCATION

FRANKFORT 40601

October 30, 1975

Mr. Charles L. Blaschke, President
Education Turnkey Systems, Inc.
1660 L St. N.W.
Washington, D.C. 20036

Dear Mr. Blaschke:

In reply to your request for our nomination of two cooperative education programs within our state which have developed effective procedures for planning and management of their programs, we submit the following:

Agriculture program--
Dr. L. C. Brown, Head
Department of Agriculture
Western Kentucky University
Bowling Green, KY 42101

Distributive Educ. program--
Mr. William Gottschlich
Teacher Coordinator
Newport High School
Newport, KY 41071

Industrial Educ. program--
Mr. Ishmael Stevens, Teacher Coordinator
Ashland State Vocational-Technical School
Route 4, Box 336, Winslow Road
Ashland, KY 41101

Each program submitted above is unique in its procedures and operations as they are not only on different levels of training and areas of training, but also under different administrative systems. Therefore, we are submitting three candidates, instead of two as requested, for your investigation of procedures on planning, management, and evaluation of cooperative education programs.

Sincerely,

Carl Lamar

Carl F. Lamar, Assistant Superintendent
for Vocational Education

nsw

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Division of Career Development Programs
Presidential Building
415 12th Street, N. W. Suite 1001
Washington, D. C. 20004

OTHO E. JONES
ASSISTANT SUPERINTENDENT

September 17, 1975

Mr. Charles L. Blaschke, President
Education Turnkey Systems, Inc.
Corporate Headquarters
1660 L Street, N.W.
Washington, D.C. 20036

Dear Mr. Blaschke:

Congratulations on being named the recipient of the grant award for the Commissioner's Part C of the Vocational Education Act of 1963. We wish to commend your staff and that of Steiger, Fink and Smith for submitting a meritorious national priority proposal, "Development of a System for Planning, Managing, and Evaluating Cooperative Education Work Study Programs."

We are keenly interested in the status and progress of this research effort and would like to discuss the project and its implications for the local administration of our cooperative education work study components. Dr. David White, Director of Program Planning and Supervision of this staff may be contacted to arrange admission date.

Again, congratulations, and much success to you in this endeavor.

Sincerely,

Otho E. Jones
Assistant Superintendent

OEJ/JHC/sc

Form Letter 10/3/75

State of Wisconsin \ BOARD OF VOCATIONAL, TECHNICAL & ADULT EDUCATION

EUGENE LEHRMANN
State Director

4802 SHEBOYGAN AVENUE
MADISON, WISCONSIN 53702

September 25, 1975

Ms. JoAnn M. Steiger
Mr. Charles L. Blaschke
Education TURNKEY Systems, Inc.
Corporate Headquarters
1660 L Street, N. W.
Washington, D. C. 20036

Dear Ms. Steiger and Mr. Blaschke:

I have referred your request of September 10, 1975, to Mr. Ruel Falk, Director of the Bureau of Career and Manpower Development, Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702.

Under agreement with the Department, they administer all cooperative education monies under the 1968 Amendments.

Sincerely,

Donald M. Brill

Donald M. Brill
Assistant State Director
Community and Manpower Education

DMB:pjr

cc: Ruel Falk

WYOMING PUBLIC SCHOOLS

VOCATIONAL EDUCATION OFFICE
ROGERS HIGH SCHOOL
1351 Buckingham, S.W.
WYOMING, MICHIGAN 49509

November 5, 1975

Mr. Charles L. Blaschke, President
Education Turnkey Systems, Inc.
1660 L Street, NW
Washington D.C. 20036

Dear Mr. Blaschke:

I recently received communication from Edwin St. John, Chief of Occupation Skills Programs, Michigan Department of Education, Vocational Education Services, regarding Project No. 498AH50102 titled "Development of a System for Planning, Managing, and Evaluating Cooperative Work-Study Programs".

I have begun to collect and write the materials and information requested in the project format. I have established a completion date of December 15, 1975 to submit the information to you.

If this time schedule does not meet your needs, please advise. My correct telephone number is (616) 538-4200.

Sincerely,

Roy S. Lakanen

Roy S. Lakanen, Director
Vocational Education
Wyoming Public Schools

RSL:paf

APPENDIX B

EXEMPLARY PROGRAMS
PROJECT MANAGEMENT

BOARD OF EDUCATION OF THE CITY OF NEW YORK

110 Livingston Street Brooklyn, New York 11201

PRESIDENT: Seymour P. Lachman

VICE-PRESIDENT: James F. Regan

MEMBERS: Isaiah E. Robinson - Murry Bergtraum
Joseph Monserrat

CHANCELLOR: Irving Anker

OFFICE OF HIGH SCHOOLS

EXECUTIVE DIRECTOR

Samuel Polatnick

ASSISTANT SUPERINTENDENTS

James Boffman
Bertha Gordon
Philip Groisser
Roxee Joly
Abraham Wilner

BUREAU OF COOPERATIVE EDUCATION

Renee C. Sherline - Director

C. Responsibilities of the Coordinator

1. Administration of the Program

Administrative Responsibilities to the Cooperative Education Bureau

a. Attend monthly meeting of Coordinators at the Board of Education
b. Attend meetings with the Borough Coordinator
c. Submit records and reports in accordance with dates specified in monthly Cooperative Calendar. These include:
   (1) Monthly Report (Form 1)
   (2) Monthly Cooperative Education Attendance Report (to school secretary) (Form 2)
   (3) Summer and Annual Earnings Reports (Forms 3 & 4)
   (4) Annual Drop-Out Report (Form 5)
   (5) Preparation of Rating Slips for each student in duplicate. (Form 6)
   (6) Preparation of Graduate Slips in duplicate (Form 7)
   (7) Preparation of a Change-of-Status card, filled in completely, for resignations, discharges, job terminations, returning to regular school program, and graduates. (Form 8)
   (8) Roster of employed Co-ops, to Central Office (Form 9)
   (9) Any other reports due on the dates specified in the monthly calendar, i.e. commencement information, estimated register, etc. (Form 10)
d. Make supervisory visits to industry as directed by the Central Office, and submit report. (Form 11)
e. Requisition materials from the Central Office, i.e., brown envelopes, introduction forms, profile sheets, and change of status cards. (Form 12)
f. Consult with your Borough Coordinator regarding individual placement problems.
g. Do not contact employers in private industry. Whenever a problem arises contact the staff coordinator in charge of that account. Civil Service offices may be contacted directly.

Administrative Responsibilities Within the School

Principal and Assistant Principals

a. Consult the administration concerning school schedules for Cooperative students ("A" Co-ops may be in school during the first week of the term. Generally, there is a long homeroom period. When the "B" Co-ops arrive the following week, the same time must be afforded the official teacher to organize this group.)
b. Suggest to Assistant Principals (Supervision) teachers who will relate well to Co-ops.
c. Involve the Assistant Principals (Supervision) in the program and request that they recommend potential Co-ops for the following term. This is especially helpful in the business area.
d. Discuss with Assistant Principals (Supervision) curricular modifications based on current techniques and trends in industry. Relay information gained from your visits to industry and from students' job experiences.

e. Invite the Assistant Principal (Supervision, Business Department) to special Co-op happenings to increase awareness and acceptance of the Program. Arrange with this Assistant Principal for electric typewriters for Co-op students.
f. Arrange with special advisors and official teachers to repeat weekly announcements to Co-ops. In special cases such as senior photographs, etc. the advisor should make arrangements to accommodate both groups. Follow up to see that this is done.
g. Plan with the administration a procedure for issuing bus passes to all Co-ops.
h. Advise the administration of "success stories" of Co-ops and their accomplishments as evidenced by a good rating slip. Publicize the Program through bulletin boards, school newspapers, brochures and periodicals.
i. Plan periodic term calendars for distribution to homeroom teachers, subject teachers and co-op students.

Program Committee

a. Plan with this committee the programming of Co-ops:
   (1) Subjects
   (2) Periods
   (3) Rooms

Guidance Department

a. Attend Guidance meetings regularly.
b. Advise counselors and grade advisors that you will review records of possible Co-ops. Seek referrals from them.
c. Acquaint the guidance staff with the eligibility requirements, opportunities and purposes of the program and gain their support.
d. Provide each grade advisor with a copy of the Cooperative Education Student Handbook.

Deans

a. Advise Deans that you will handle discipline problems of your Cooperative students.
b. Enlist their aid when help is needed.
c. Submit list of prospective Co-ops to Deans. They may have confidential information about a student which does not appear on the permanent record card.

Attendance Coordinator

a. Obtain daily absentee list from the official teacher. Telephone the homes of absentees to ascertain reason for absence.
b. Request that student bring a note from home explaining absence.
c. Request that students call you if they are ill, thereby encouraging good habits and establishing a pattern for absences from work.

d. Collect "Attendance in Industry" slips each Monday, and enter attendance in the roll book according to school policy. (Enter a "w" if present during work week.) (Forms 13 & 14)

e. Follow up missing "Attendance in Industry" slips:
   (1) Interview each student who fails to submit an "Attendance in Industry" slip on Monday morning.
   (2) Ascertain reason for failure to submit slip on time.
   (3) If this is the first offense, more than likely a personal interview will produce results. If this pattern continues, more drastic measures must be taken.
      (a) Home contact
      (b) Sending student to the employer to obtain slip after school
      (c) Record negligence in returning "Attendance in Industry" slip on the report card for the specific marking period.
      (d) Withhold final report card until all slips have been presented.

Health and Physical Education Department

a. Arrange for physicals with this department for working papers. (See section on Processing)
b. Review health records for limited Co-op placement.
c. Contact physical education and health teachers to stress grooming and personal hygiene.
d. Make arrangements with Assistant Principal (Supervisor of this Department) for a project for Co-ops who have not met Physical Education or Health Learning requirements.

Art and Music Departments

Make arrangements with the Assistant Principals (Supervision) of these departments for Music and Art projects or for the programming of these subjects for Co-ops who have not met the requirements.

Homeroom Teachers

Recommend official teachers for Co-op classes.
a. Keep the official teacher well informed of Co-op schedules.
b. Instruct official teacher in procedures which differ from a normal official class. Ex: school calendar, roll books, "A" and "B" rosters, etc. (Forms 15 & 16)
c. Assist the official teacher with records of Co-op students.

Subject Teachers

a. Discuss with the subject teacher the importance of the Co-op program and how meaningful it is to our Co-op students. Work experience should be correlated with school instruction.
b. Keep teachers constantly aware of the value of drawing upon students' experiences on the job as a motivation and enrichment of instruction.
c. Handle discipline problems which arise in the subject class.
d. Suggest curriculum changes that will be particularly helpful to Co-op students. Relay relevant information gained in your visits to industry.

e. Advise these teachers of Co-op schedules for term examinations, city-wide exams, collection of books, distribution of report cards, etc.
f. Arrange to meet with the recitation teachers once a term.

Heads of Special Programs

Contact the Coordinators of Special Programs for referrals of students who have been successful in their programs (i.e. mini-school, STEP program) and have not been returned to regular school.

Parent Groups

a. Attend meetings with parents and community to acquaint them with the Program.
b. Invite parents of "new recruits" to your orientation meeting.

(Form 1)

BOARD OF EDUCATION OF THE CITY OF NEW YORK
COOPERATIVE EDUCATION BUREAU
110 Livingston Street
Brooklyn, New York 11201

MONTHLY REPORT

DATE:

TO: Cooperative Education Bureau, Room 237M

FROM: _____
(Name of School)

FOR THE MONTH OF _____ 19___

1. Number of students employed in industry (A & B) _____
2. Number of unplaced students (A & B) _____
3. Total enrollment in the program (Total of 1 & 2) _____
4. Gross salary for students working this month $_____

_____
COORDINATOR'S SIGNATURE

PLACE IN MAIL BY THE END OF THE FIRST WEEK OF THE MONTH

(Form 2)

BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 Livingston Street
Brooklyn, New York 11201

COOPERATIVE EDUCATION BUREAU

MONTHLY COOPERATIVE EDUCATION ATTENDANCE REPORT

Period_____Ending_____

Grade	Col. 1 Register	Col. 2 Total no. of days in period	Col. 3 Total attend. work and school	Col. 4 Total attend. non-school	Col. 5 Total columns 3 & 4
11	30	20	592	12	600*
12	40	20	785	12	797

GENERAL INSTRUCTIONS:

1. PROVIDE YOUR SCHOOL SECRETARY IN CHARGE OF ATTENDANCE WITH THE TOTALS IN COLUMN 5 FOR EACH GRADE.
2. RETAIN THIS COPY IN YOUR FILE FOR FUTURE REFERENCE.
3. MAKE SURE THAT COLUMN 5 DOES NOT EXCEED THE TOTAL OF COLUMN 7 ON REPORT OF SD 1001 WHICH THE ATTENDANCE CLERK HAS ON FILE.

SPECIFIC INSTRUCTIONS:

COL. 1 - Register includes both "A" & "B" cooperatives, and must conform with figures in school report (attendance secretary.)

COL. 3 - Multiply column 1 by column 2. Subtract absences.

COL. 4 - Attendance of students who worked on days when schools were closed. ex. Election Day, Columbus Day, day after Thanksgiving.

COL. 5 *This total connot exceed 600 for grade 11 and 800 for grade 12 because these numbers represent 100% attendance for the month.

(Form 3)

COOPERATIVE EDUCATION BUREAU

SUMMER EARNINGS REPORT, 197__

(Includes months of July and August, and days in September preceding the opening of school)

Total Earnings of Cooperative students_____

_____
COOPERATIVE COORDINATOR

_____
SCHOOL

_____
DATE

(Form 4)

NOTE: GIVE A COPY OF THIS REPORT TO YOUR PRINCIPAL, ASSISTANT PRINCIPALS, AND GUIDANCE COUNSELORS. THIS IS GOOD PUBLICITY.

COOPERATIVE EDUCATION BUREAU

ANNUAL EARNINGS REPORT

SCHOOL YEAR 197__ - 197__

SUMMER $_____

FALL TERM $_____

SPRING TERM $_____

TOTAL EARNINGS $_____

_____
COOPERATIVE COORDINATOR

_____
SCHOOL

_____
DATE

(Form 5)

INDIVIDUAL SCHOOL DROP-OUT REPORT

NOTE: THIS FORM WILL BE SENT TO YOU FROM THE CENTRAL OFFICE.
A PARTIAL SAMPLE IS FILLED IN BELOW:

SCHOOL _____ DATE _____ COURSE _____

				REASONS				
	Register at beginning of month	Added	Dropped	Trans. to Reg. Program	Trans. Other School	Evening, S. S. Diploma	Marriage or Services	ACTUAL DROP-OUTS
Sept.	75	3	4	1	0	3	0	0
Oct.	74	0	1	0	1	0	0	0
Nov.	73							
Dec.								
Jan.		*	**					
TOTALS								
Feb.								
March								
April								
May								
June		*	**					
TOTALS								
Annual Totals								

REPORT OF ACTUAL DROP-OUTS BY MONTH:--

Month	Name of Student	Reason

* For January and June, put in new coops added to course.
** For January and June, list number of graduates.
Columns 4 to 8 should equal Column 3.

NOTE: THE RATING SLIP BELOW IS THE FORM USED BY EMPLOYERS TO RATE THE COOPERATIVE EDUCATION STUDENTS.

THESE FORMS ARE MADE OUT IN DUPLICATE. FOLLOW INSTRUCTIONS GIVEN TO YOU IN THE MONTHLY CALENDAR.

WHEN THESE RATING SLIPS ARE RETURNED TO YOU, YOU SHOULD GO OVER EACH RATING SLIP WITH EACH STUDENT. THE GRADING SCALE IS ON THE REVERSE SIDE. THE STUDENT'S GRADE SHOULD BE RECORDED ON THE REPORT CARD AND THE PERMANENT RECORD UNDER THE HEADING, "WORK EXPERIENCE."

RATING SLIP

COOPERATIVE EDUCATION BUREAU

NAME Mary Sones DATE Fall 1973

SCHOOL Theodore Roosevelt WORK WEEK A

FIRM A B C Company

1. COURTESY ..... _____
2. COOPERATION AND LOYALTY ..... _____
3. WILLINGNESS TO WORK ..... _____
*4. ATTENDANCE ..... _____
5. APPEARANCE ..... _____
6. ABILITY TO FOLLOW INSTRUCTIONS ..... _____
7. JOB PERFORMANCE ..... _____
*8. PUNCTUALITY ..... _____

REMARKS _____

TO BE RATED ON A SCALE OF 1 TO 5

5 _____ EXCEPTIONAL
4 _____ ABOVE AVERAGE
3 _____ AVERAGE
2 _____ BELOW AVERAGE _____ FAILING
1 _____ EXTREMELY POOR

*** ATTENDANCE**

NO ABSENCES = 5
2 ABSENCES = 4
3 ABSENCES = 3
4 ABSENCES = 2
5 ABSENCES = 1

*** PUNCTUALITY**

NO LATENESS = 5
2 LATENESS = 4
3 LATENESS = 3
4 LATENESS = 2
5 LATENESS = 1

ANY CONSECUTIVE ABSENCE SHOULD BE CONSIDERED AS ONE ABSENCE.

_____
SUPERVISOR'S SIGNATURE

70M 3-73 82

_____
STUDENTS SIGNATURE

The eight items on the reverse side are totaled and the numeric grade on the right side of the guide scale is used as work experience grade on the student's permanent record.

BOARD OF EDUCATION OF THE CITY OF NEW YORK
Bureau of Cooperative Education
110 Livingston Street
Brooklyn, New York 11201

GUIDE SCALE FOR INTERPRETATION OF RATING SLIPS

Total of "8" Items on Rating Slip	Student's Mark
40	100
39	98
38	96
37	94
35 -- 36	92
33 -- 34	90
30 -- 32	85
28 -- 29	80
24 -- 27	75
23	70
20 -- 22	65*
15 -- 19	60
10 -- 14	55
5 -- 9	50

*Minimum passing grade.

NB If you wish, supervisors may add comments regarding a student's over-all adjustment on the job.

INSTRUCTION: PREPARE ON 3 X 5 SLIPS IN DUPLICATE

GRADUATE SLIP (Form 7)

LAST NAME, FIRST NAME A or B
NAME OF HIGH SCHOOL

NAME OF FIRM
ADDRESS OF BRANCH
ex. Dept. of Hospitals-Morrisania
Alexander's - Rego Park

Date of Graduation Rehearsal
Date of Commencement

(Form 8)

INSTRUCTION: THIS CHANGE-OF-STATUS CARD SHOULD BE USED WHENEVER THERE IS A CHANGE DUE TO A TERMINATION, RESIGNATION, TRANSFER TO REGULAR PROGRAM, OR DISCHARGE. IF THE CARD IS MAILED TO YOU FROM THE CENTRAL OFFICE, CHECK THE APPROPRIATE LINE AND SEND IT TO THE CENTRAL OFFICE BY RETURN MAIL. IF YOU KNOW THAT A STUDENT IS BEING DISCHARGED OR TERMINATED, MAKE OUT A CARD AND MAIL IT TO THE STAFF COORDINATOR WHO HANDLES THE ACCOUNT. BE SURE TO FILL IN ALL APPROPRIATE LINES.

STUDENT James, John CIRCLE ONE A B

SCHOOL George Washington

DATE 6/1/73

CHECK ALL APPROPRIATE LINES

____Terminated from job
____Resigned from job
____Unplaced
____Graduated
____Remaining in prog.
____Ret. to reg. sch.
____Discharged from sch.

CLEARED BY _____

(Form 9)

BOARD OF EDUCATION
OF THE CITY OF NEW YORK
110 Livingston Street
Brooklyn, N. Y.
11201

INSTRUCTION: THIS FORM IS PROVIDED BY THE CENTRAL OFFICE.

COOPERATIVE EDUCATION

Roster

SCHOOL: _____

NAME OF STUDENT	NAME OF FIRM	JOB	WORK WEEK

(Form 10)

INSTRUCTION: REMEMBER TO ESTIMATE YOUR REGISTER FOR THE SPRING TERM ALSO

BOARD OF EDUCATION
110 Livingston Street
Brooklyn, N. Y.

Date _____

COOPERATIVE EDUCATION

SCHOOL _____ PROGRAM _____

Estimated register for school year September ____ to June ____: _____

_____
Coordinator

THIS REPORT MUST BE IN THE CENTRAL OFFICE NOT LATER THAN _____

(Form 11)

BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 Livingston Street
Brooklyn, New York 11201

COOPERATIVE EDUCATION BUREAU

INSTRUCTION: KEEP ONE COPY FOR YOUR RECORDS. MAIL PROMPTLY TO THE STAFF COORDINATOR IN CHARGE OF THE ACCOUNT.

SCHOOL COORDINATOR'S REPORT ON SUPERVISORY VISIT TO INDUSTRY
(To be prepared in duplicate)

_____
Date of Visit

FIRM: _____

ADDRESS: _____

STUDENTS' NAME	JOB	DEPT.
1.		
2.		
3.		

A. Coordinator's evaluation of firm, jobs, training, etc.

B. Matters to be followed up by school coordinator.

C. Matters to be followed up by Coop office.

Coordinator _____

School _____

(Form 12)

NOTE: ANTICIPATE YOUR SUPPLY NEEDS AND SEND TO THE APPROPRIATE STAFF COORDINATOR AT THE CENTRAL OFFICE.

BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 Livingston Street
Brooklyn, New York 11201

COOPERATIVE EDUCATION BUREAU
Room 237 M

Coordinator _____ School _____

SUPPLY REQUISITION

FOR _____ 197__

Quantity On Hand	Quantity Needed	
		1. Arithmetic Tests
		2. Arithmetic Answer Sheets
		3. Contract Forms
		4. Brown Envelopes
		5. Introductory Form (Referral Slip)
		6. Attendance in Industry Slips
		7. Monthly Report Forms
		8. Rating Slips
		9. Student Record Forms

COMMENTS: _____

_____

_____

_____

_____

Staff Coordinator
Cooperative Education

NOTE: When ordering the above please order for your present needs only.

Thank you for your continued cooperation.

(Form 13)

INSTRUCTION: THE ATTENDANCE IN INDUSTRY FORM SHOULD BE DISTRIBUTED EVERY FRIDAY OF THE SCHOOL WEEK AND SHOULD BE COLLECTED EVERY MONDAY OF THE SCHOOL WEEK. THE COORDINATOR SHOULD RECORD THE ATTENDANCE IN THE ROLL BOOK AND ALSO ON THE ATTENDANCE ROSTER FORM. REMEMBER: IF A STUDENT IS ABSENT ON ANY DAY DURING THE WORK WEEK, THE ABSENCE SHOULD BE RECORDED [w/a]. IF PRESENT THE ENTIRE WORK WEEK, [w/]. FOLLOW UP ABSENCES, LATENESSES OR "REMARKS" WITH A PERSONAL INTERVIEW.

BOARD OF EDUCATION OF THE CITY OF NEW YORK

OFFICE OF THE SUPERINTENDENT OF SCHOOLS
COOPERATIVE EDUCATION BUREAU
ATTENDANCE IN INDUSTRY

Name of Pupil _____ Offic. Cl. _____

Week of _____ School _____

Mon _____ Tues _____ Wed _____ Thurs _____ Fri _____ Sat _____

Remarks: _____

_____

Indicate: Abs. = absent; d.o. = Day off; ✓ = present; L = late

Firm _____ Supervisor's Signature _____

Address _____

MUST BE TURNED IN ON MONDAY OF YOUR SCHOOL WEEK

428 COED 03 200M 4/72 134

COOPERATIVE EDUCATION BUREAU (Form 14)

* RECORD OF STUDENTS' ATTENDANCE AT WORK

A	NAME	FIRM	JOB	SALARY	WORK WEEKS FOR THE GROUP FOR ENTIRE TERM
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
		TOTAL WEEKLY SALARIES			

*IF THE STUDENT WORKED THE ENTIRE WEEK, CHECK THE BOX FOR THAT WEEK. IF THE STUDENT WAS ABSENT ON A MONDAY, WRITE "MONDAY" IN THE BOX.

INSTRUCTION: THE COORDINATOR SHOULD MEET WITH THE OFFICIAL TEACHERS TO DISTRIBUTE THIS BULLETIN AND GO OVER IT WITH THEM. HELP THEM SET UP THEIR ROLL BOOKS ACCORDING TO YOUR INSTRUCTIONS. MODIFY THIS BULLETIN IN ACCORDANCE WITH THE PRACTICES IN YOUR SCHOOL.

SAMPLE

BULLETIN TO TEACHERS RE CO-OPS

Bulletin No. 1

To Official Teachers of Cooperatives:

Thank you for your willingness to work with and for our Cooperative group. The interest you have shown so far indicates your desire to serve these students wholeheartedly.

Since these students attend school every other week, you will receive special instructions from time to time which may differ slightly from standard procedure, it is also important that I receive certain information about them.

The beginning of the term is generally a hectic period since many of the students are new to the group and will look to your for guidance and instructions. Listed below are special instructions and suggestions:

1. Your roll book should be set up so that Groups A & B are separate.

2. Indicate attendance for work week by a [w/] . If absent, [w/a] should be recorded.

3. Students who have not yet been placed in jobs must attend school every day, but attend classes only during their regular school week (A or B). An unplaced "A" student attends classes during "A" week. During "B" week, he/she reports to an assigned office within the school as a Service Aide. The student should be given an Attendance in Industry Slip on Friday of each school week. Attendance may be handled like that of a student who is working on a regular cooperative job or alternatively student may be required to report to official class daily.

4. Some students will report to the Board of Education for job placement on regular school days. These students are not to be marked absent. You will receive regular notification from me when this occurs.

5. "Attendance-in-Industry" slips are a legal record of the student's attendance at work. They are to be distributed on Friday before the work week and collected on Monday after the work week. After you have recorded the work attendance in the roll book, please put the "Attendance-in-Industry" slips in my mail box.

6. Money for bus tickets must be collected a week in advance.

7. I am available in Office_____ during periods_____.
I shall be happy to assist you and the students with any problems. Please discourage students from leaving their classes to see me. Have them put their problems in writing, and place the slips in my mail box. I will send for them as soon as possible. This procedure will minimize loss of instruction. STUDENTS MAY NOT BE EXCUSED FROM SCHOOL EARLY TO PICK UP PAY-CHECKS.

8. Students may not be excused from work for any purpose except Regents examinations, 1/2 day of graduation rehearsal, and commencement. An individual slip must be prepared for each student to submit to the employer two weeks in advance of these dates.

9. I check the roll books daily and often make home phone calls. A notation will be made in the back of the roll book.

Once more may I thank you for your assistance. Please feel free to consult with me whenever the need arises.

_____
Cooperative Coordinator

milwaukee public schools

Industrial Cooperative Education

OPERATIONAL GUIDELINES

V.

DUTIES OF PERSONNEL

A. Teachers

Two different types of instructional content and activity are included within the total in-school phase of the Industrial Cooperative Education (I.C.E.) program. One type of content and activity is directed toward providing each student/learner with information and experiences technically related to his career objective. Since various industrial career objectives are represented within any given group of I.C.E. enrollees, it is necessary to involve various specialized teachers in the process of providing the full spectrum of related technical information and experiences required. For example, it is probable that each Industrial Education teacher on the staff will have several I.C.E. enrollees enrolled in his classes. After being identified by the I.C.E. teacher/coordinator, it will be the responsibility of those teachers to provide the I.C.E. enrollees with information and experiences which are technically related to their respective career objectives. The other type of instructional content and activity included within the total in-school phase of I.C.E. serves to provide each student/learner with an opportunity to become acquainted with numerous general topics considered to be of common importance to all workers in industry. This important part of the in-school phase of I.C.E. is conducted by the teacher/coordinator. In so doing, he accomplishes the teaching duties which comprise a salient portion of his total responsibility as an I.C.E. teacher/coordinator.

B. Teacher/Coordinator

In addition to the actual responsibility for classroom instruction cited above, the Industrial Coopeative Education program teacher/coordinator performs numerous duties which may be classified under several broad headings and categorized as follows:

-- Identifies and Selects Program Student/Learners

Describes the program to students

Works with teachers, guidance counselors, administrators

Provides occupational information

Gathers information on students

Schedules programs for student/learners

Counsels student/learners and their parents

Assists student/learners with career planning

-- Identifies and Selects On-the-Job-Training (O.J.T.) Stations

Enlists participation of cooperating employers

Identifies suitable training stations for each student/learner

Orients employers, training supervisors and co-workers

Prepares students for job interviews

Assists student/learners to obtain placement in on-the-job-training stations

Prepares and processes training agreements

-- Insures that Various and Progressive Training is Given in O.J.T. Stations

Establishes responsibilities for those involved in O.J.T.

Assists in the development of training plans

Consults with and assists the training supervisors

Maintains emphasis on training

Determines and implements mode of evaluating progress of student/learners

-- Coordinates the In-School Related Technical Instruction with the O.J.T. Activities

Determines needed instruction by conferring with in-school teacher and with O.J.T. supervisor

Advises those concerned how to compliment and supplement one another's efforts

Appraises outcomes and makes adjustments as necessary

-- Assists Student/Learners to Make Personal Adjustments

Advises student/learners as regards correction of poor personal habits

Counsels those with socio-economic problems

Assists those with educational problems

Attempts to resolve behavioral problems for those so affected

-- Assists Student/Learners to Adjust to the "World of Work"

Assists student/learners with problems which arise in the O.J.T. situation

Confers with training supervisors regarding "adjustment" problems

Evaluates the student/learners progress in the O.J.T. situation

-- Accomplishes Administrative Activities

Develops localized program objectives

Conducts necessary surveys

Works with program advisory committee

Plans and develops curriculum

Communicates school policy

Prepares reports

Prepares budget requests

Participates in professional meetings

-- Directs Student/Learner Club Activities

Serves as club advisor

Guides club members in planning and organizing activities

Participates in club group activities

-- Evaluates Program Processes

Determines what needs to be evaluated

Determines who should do the evaluating

Determines the most feasible means of accomplishing the evaluation

Prepares the evaluation instruments

Activates the evaluation procedure

Adjusts program processes as necessary in accord with results of evaluation

-- Maintains Good Public Relations

Relates within the school and the school community

Cooperates with the industrial community

VI. PROVISION FOR SPECIAL COMPENSATION FOR TEACHER/COORDINATOR

A. Pre-School-Year Service

Provision will be made by the Board of School Directors to employ each Industrial Cooperative Education teacher/coordinator for twenty full days each summer prior to the beginning of the school year. Each teacher/coordinator will be paid his regular daily rate for each of the twenty days. The primary task to be accomplished during the twenty-day, pre-school-year period is to arrange for placement of each program student/learner in an on-the-job-training station commensurate with his career objective. To accomplish this task, the teacher/coordinator will interview numerous potential employers and he will advise and counsel each student/learner and his parents.

B. Local Travel Allowance

Provision will be made for each Industrial Cooperative Education teacher/coordinator to receive reimbursement for the expense of operating his privately owned automobile in connection with the Industrial Cooperative Education program. Reimbursement will be a per diem function of a flat monthly rate, and will be paid once a month during the regular school year and during the period of pre-school service.

In order to be reimbursed, each month the teacher/coordinator must fill out a Reimbursement for Transportation Expense card. The sample card, which is illustrated, shows what items must be filled out on the card. He must check

GLENDALE UNION HIGH SCHOOL DISTRICT
ADMINISTRATIVE CENTER

7650 North 43rd Avenue
GLENDALE, ARIZONA 85301

Telephone: (602) 934-3411

WILLIAM L. JONES, Superintendent of Schools

DISTRICT HIGH SCHOOLS

Apollo
Cortez
Glendale
Greenway
Independence
Moon Valley
Sunnyslope
Thunderbird
Washington

VICTOR E. LOWMAN
Associate Superintendent
RONALD C. MURPHY
Assistant Superintendent
ROBERT P. CHRISTENSEN
Administrator of Personnel
CZESLAW T. SCHMIDT
Administrator of Career and Vocational Programs
PETER M. ALTIERI
Administrator of Health, Physical Education, and Athletics
GERALD E. GEORGE
Administrator of GEMS
JOHN W. IRWIN
Administrator of Curriculum
EDWARD T. COSPER
Administrator of Facility Planning
DAVID C. ROELS
Director of Special Education
JEROME C. NORRIS
Director of Buildings and Grounds
CHRISTINE L. FEDERICO
Director of Food and Nutrition
JOHN E. STENWALL
Director of Purchasing and Inventory
WAYNE W. BOTKIN
Business Manager
FREDERICK L. WHITNEY
Director of Research and Data Processing
MARGARET T. BEEBE
Director of Communications

November 25, 1975

Charles L. Blaschke, President
Education Turnkey Systems, Inc.
Corporate Headquarters
1660 L. Street, N. W.
Washington, D. C. 20036

Dear Mr. Blaschke:

Mr. Chezlaw Schmidt, Administrator of Career and Vocational Education, Glendale Union High School District No. 205, has asked me to furnish you the information and materials requested in your letter of November 3, 1975.

As Teacher-Leader of Careers and Vocational Education, I am a member of the Glendale Educational Management System, which is responsible for an approved ESEA Title III project, " a comprehensive accountability system for a school district".

The purpose of the project is to provide a systematic process for effective planning, implementing, monitoring and evaluation for all aspects of the educational program with cooperative relationships among the general public and various segments of the educational enterprise. More specifically, to provide effective communication and decision making and to improve instruction and student learning.

This project is in the second year of its efforts to achieve intensive evaluation of the top priority learner goals and general evaluation of the remaining goals of the Glendale Union High School District, as well as evaluation of achievement of each local school's learner goals priorities. The documents which I am sending are extracts from this project as they relate to Cooperative Education. The materials I am enclosing are those which I feel most accurately meet your request. These documents

...BOARD OF EDUCATION...

Arthur N. Lindberg, M.D., President Richard D. Stapley, Clerk Anne Schulz, Member Gordon Wagner, Member Arnold H. Rovey, Member

are not complete, as this project is on-going and you may have additional questions.

If you have questions, please call me at (602) 934-3411.

Sincerely,

John H. (Jack) Barry, Jr.
Teacher-Leader
Career and Vocational Education

Encl (3)

cc: Charles M. Ardolino

Work Education Program	MANAGEMENT SYSTEMS	Systems Document PD

SUBJECT: Position-Description for Vocational Coordinators

QUALIFICATIONS:
1. A Bachelor's degree from an accredited college or university.
2. Holds valid Vocational Coordinator Certificate in Arizona.
3. Completion of appropriate course work in cooperative education with emphasis on particular dicipline.
4. Appropriate teaching experience.
5. Appropriate work experience.

RESPONSIBLE TO: The Local Principal

FUNCTION: To plan, develop, manage and implement cooperative education program for the Glendale Union High School District.

GENERAL RESPONSIBILITIES:

1. Develop and maintain a system for promoting work education program.
2. Implement a plan for the placement of work education students.
3. Develop and improve personal and professional growth through local, state, and national activities.
4. Maintain, develop, and evaluate work education curriculum.
5. To coordinate and evaluate work education on the job.
6. Develop and maintain a systems manual for work education programs.
7. Performs other duties as assigned by the principal.

TERMS OF EMPLOYMENT: Salary as established by Board of Education.

EVALUATION:

Work Education Program	MANAGEMENT SYSTEMS	Systems Document Po.O.

SUBJECT: Critical Work Activities Expressed as Coordinator Process Objectives

1.1 Beginning August 1 and continuing throughout the year, the coordinator will make initial contact, sales presentation, and follow up with business, community, and parents as evidenced by coordinator's report on file with local principal.

2.1 Beginning August 1 and continuing throughout the year, the coordinator will implement the placement of students as evidenced by a training plan and agreement on file for each student.

3.1 Beginning August 1 and throughout the year, the coordinator will administer personal and professional growth as evidenced by coordinator's activities checklist on file with principal.

4.1 Beginning August 1 and throughout the year, the coordinator will maintain, develop, and evaluate work education curriculum as evidenced by lesson plans and training plans on file in coordinator's office.

5.1 Beginning August 1 and throughout the year, the coordinator will coordinate and evaluate student progress on the job as evidenced by student's personal folder on file in coordinator's office.

6.1 Beginning October 1973, the vocational coordinators will initiate a systems manual for work education program as evidenced by completed segments submitted to principals and Administrator of GEMS and State, Federal, and Vocational programs.

Work Education Program	Management Systems	Systems Document CWA - 1

SUBJECT: System for Promoting Work Education

Responsibility	Step	Action	Expected/Actual Completion Dates
Vocational Coordinator	1.1	Preparation and updating of sales presentation.	August 1
	1.2	Survey business community and selection of appropriate business for training station.	August 1--continuous
	1.3	Make personal contact with students and parents.	August 1--continuous
	1.4	Make initial contact with business.	August 1--continuous
	1.5	Make sales presentation to parents and business.	August 1--continuous
	1.6	Follow up with business contact.	August 1--continuous
	1.7	Make business contact with Mr. Big and communicate information to other coordinators.	August 1--continuous
	1.8	Develop and promote public relations activities with mass media, community, school systems, etc.	August 1--continuous

Work Education Program	Management Systems	Systems Document CWA - 2

SUBJECT: System for Placement of Students

Responsibility	Step	Action	Expected/Actual Completion Dates
Coordinator	2.1	Organize individual student files and record forms.	August 1--continuous
	2.2	Contact and meet with all students (See CWA-1, Step 3).	Aug. 1 - Aug. 15
	2.3	Teach and review job application and interviewing with each student.	Aug. 2 - Sept. 7
	2.4	Develop individual curriculum needs to give students pre-employment knowledge and skills, i.e. basic attitudes on the job, typing, etc.	August 1--continuous
	2.5	Educate training station sponsors as to their responsibility for education of coop students.	August 1--continuous
	2.6	Determine characteristics of the training station in regard to type of career qualifications needed, location, working hours of student, numer of students needed.	August 1--continuous
	2.7	If several students are needed by the training station, contact other coordinators in appropriate disciplines to explain job openings (See CWA-1, Step 1.8).	August 1--continuous
	2.8	Attend coordinator placement meetings regularly to share placement information.	August 1--continuous
	2.9	Match students in coop with appropriate training station and call employer to set up interview time and give names of students.	August 1--continuous
	2.10	Call student to explain job and interview, confirm interview with employer.	August 1--continuous

(more)

SUBJECT: System for Placement of Students (continued)

Responsibility	Step	Action	Expected/Actual Completion Dates
Coordinator	2.11	Call employer after interview to find out results, student performance, and improvements students can make.	August 1--continuous
	2.12	Call students to give feedback and discuss interview strong and weak points.	August 1--continuous

Work Education Program	Management Systems	Systems Document CWA - 3

SUBJECT: System for Personal and Professional Growth

Responsibility	Step	Action	Expected/Actual Completion Dates
Vocational Coordinator	1.	Keep vocational and coordinator certificates in force.	Summers and Evenings
	2.	Keep reference library up to date.	August and continuous
	3.	Review and revise instructional materials and A. V.	August and continuous
	4.	Attend and participate in valley-wide coordinators' meetings.	August and continuous
	5.	Attend and participate in district-wide coordinators' meetings.	August and continuous
	6.	Attend and participate in discipline coordinators' meetings.	August and continuous
	7.	Vocational Co-op program workshops.	July and August
	8.	Renew memberships in Professional Organizations.	August
	9.	Review professional magazines and literature.	August and continuous
	10.	Implement and attend local, state, and national youth group conferences.	August--July
	11.	Guest lecture for civic and educational group.	August and continuous
	12.	Participate in local, state, and national advisory boards.	August and continuous
	13.	Act as consultant for new work education programs.	August and continuous
	14.	Attend and participate in WACOP meetings.	August and continuous
	15.	Make progress and other reports to local principal, district, state, and national personnel.	August and continuous

Work Education Program	Management Systems	Systems Document CWA - 4

SUBJECT: System for Developing and Evaluating Curriculum

esponsibility	Step	Action	Expected/Actual Completion Dates
oordinator	1.	Counsel with student on career goals.	August 1 & continuous
	2.	Develop independent study packet for student.	August 1 & continuous
	3.	Prepare 1st semester unit outline.	August 1 & continuous
	4.	Physically prepare curriculum materials.	August 1 & continuous
	5.	Involve community resources as a classroom aide, i.e., speakers, printed matter, hands on material, etc.	August 1 & continuous
	6.	Develop resources file.	August 1 & continuous
	7.	Preview A. V. material.	August 1 & continuous
	8.	Preview printed material.	August 1 & continuous
	9.	Plan team teaching units.	August 1 & continuous
	10.	Assist in state curriculum development.	August 1 & continuous
	11.	Develop Unipacs.	August 1 & continuous
	12.	Review work education program, monitoring, and evaluation procedures with principal and Administrator of GEMS, Federal, and State Vocational Programs.	August 1 & continuous

Work Education Program	Management Systems	Systems Document CWA - 5

SUBJECT: System for Coordinating and Evaluating Students on the Job

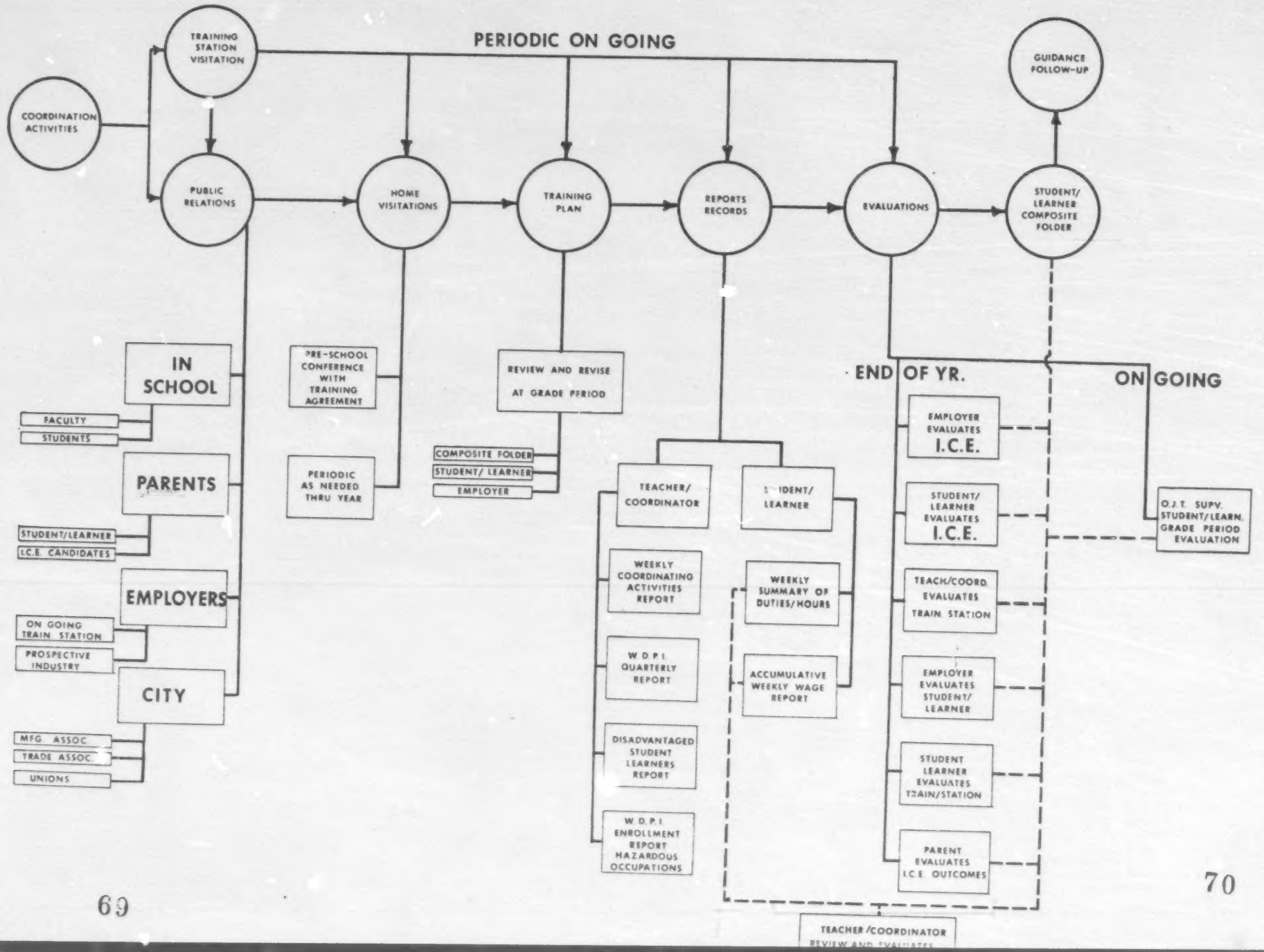
esponsibility	Step	Action	Expected/Actual Completion Dates
oordinator	1.	Set up training plan. Write on the job work experiences with the employer.	August 1 & continuous
	2.	Obtain signed training agreement.	30 Days after Employment
	3.	Obtain student progress reports from employer.	Every nine-weeks
	4.	Make systematic job visitations.	August 1 & continuous

Work Education Program	Management Systems	Systems Document CWA - 6

SUBJECT: System for Developing and Maintaining a Systems Manual

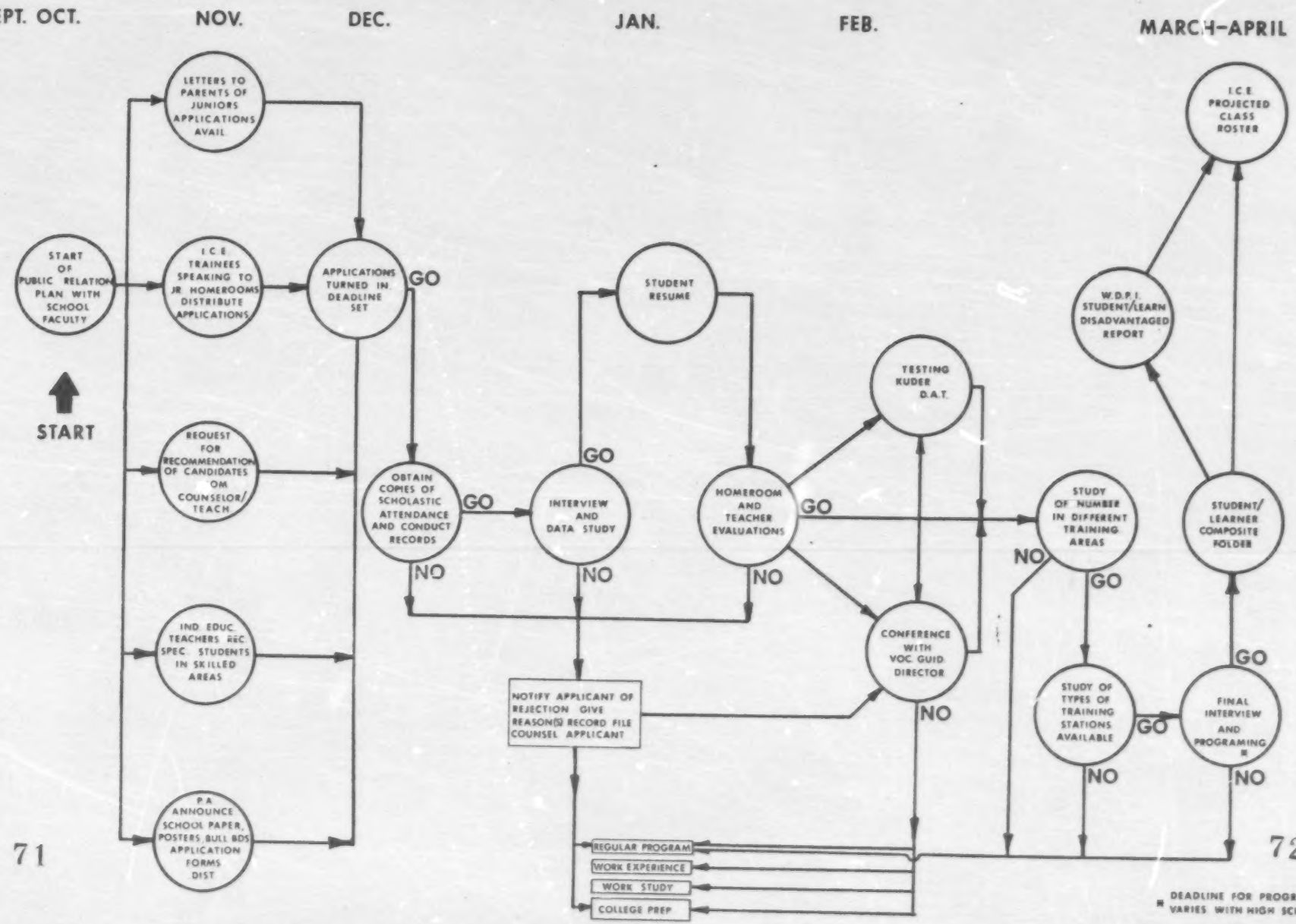
Responsibility	Step	Action	Expected/Actual Completion Dates
Coordinators	1.	Write position description.	October--continuous
	2.	Identify general responsibilities.	October--continuous
	3.	Develop coordinator progress objectives.	October--continuous
	4.	Document critical work activities.	October--continuous
	5.	Implement coordinator monitor device.	August--continuous

I.C.E. O.J.T. PHASE OPERATIONAL ACTIVITIES

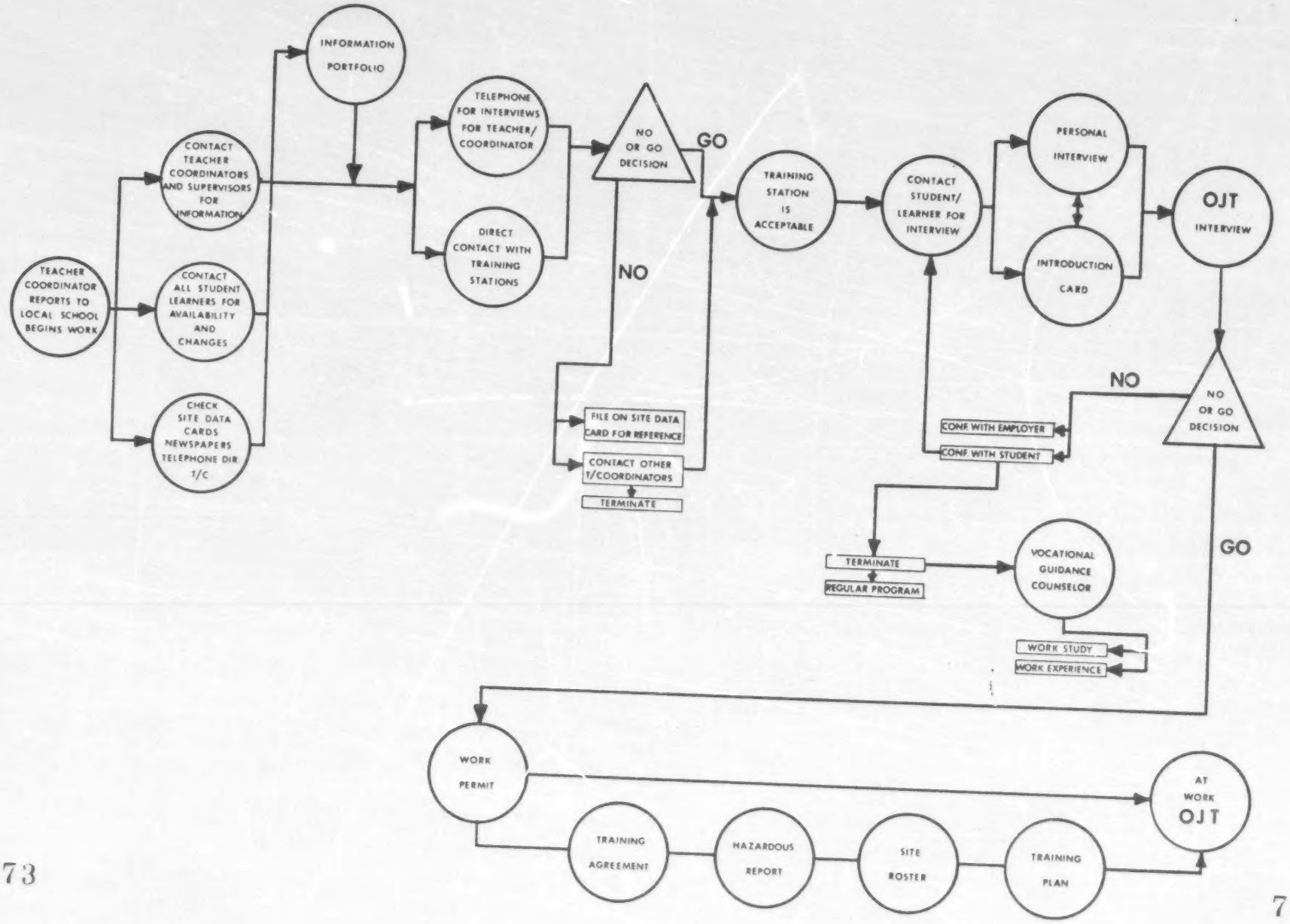


I.C.E. STUDENT/LEARNER IDENTIFICATION AND SELECTION PROCEDURE

SUGGESTED TIMETABLE



I.C.E. STUDENT / LEARNER O.J.T. PLACEMENT PROCEDURE

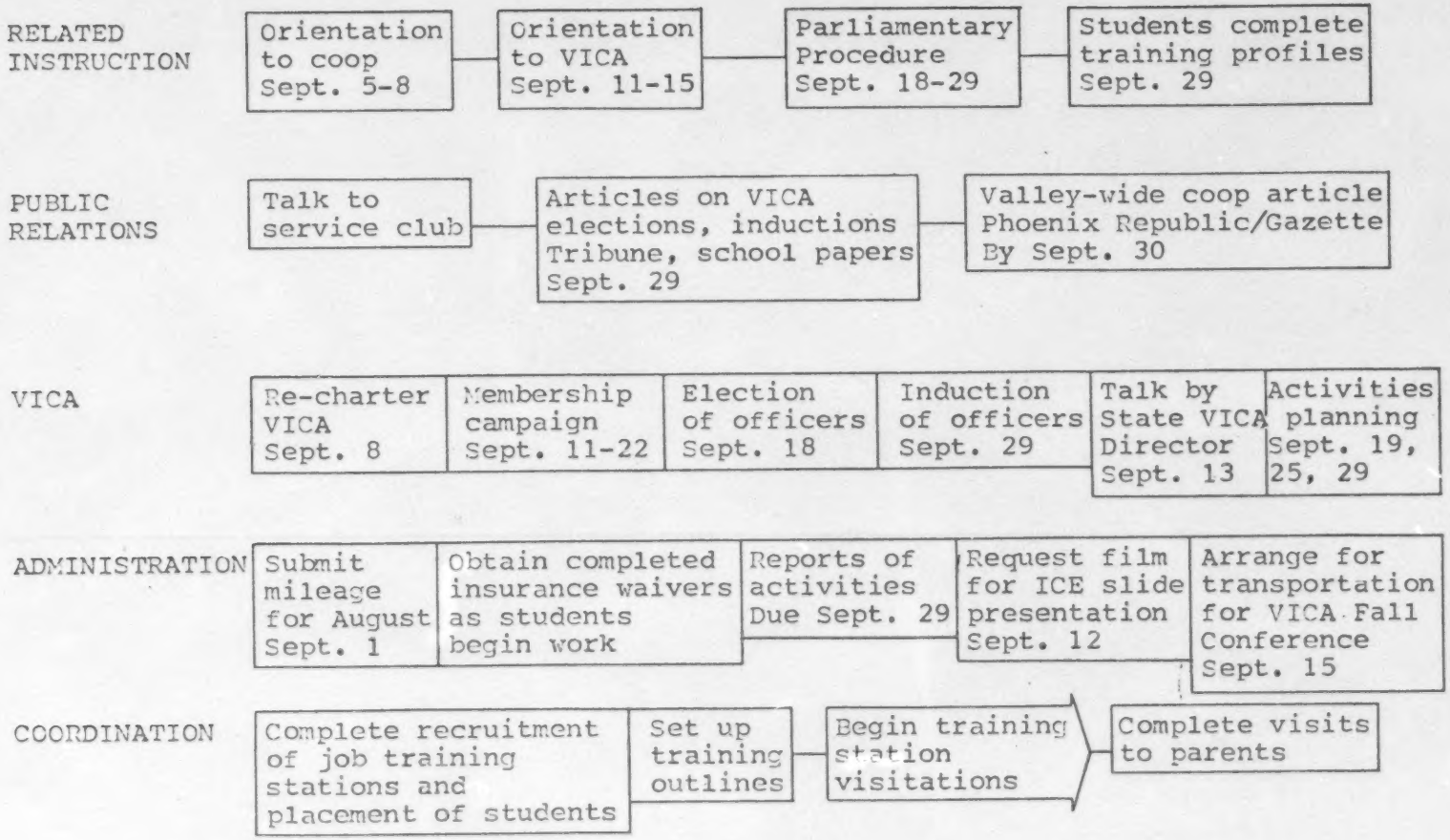


MESA, ARIZ.

AUGUST

RELATED INSTRUCTION	Arrange for purchase of individual instruction materials Aug. 1
PUBLIC RELATIONS	Work with businessmen, parents, counselors, and administrators Continuous through May 31, 1976
VICA	Inactive
ADMINISTRATION	Recruitment of training stations and placement of students Begin parent visitations Aug. 1-31
COORDINATION	Check on student enrollment Aug. 1 — Reports of activities Due Aug. 11, 18, 25

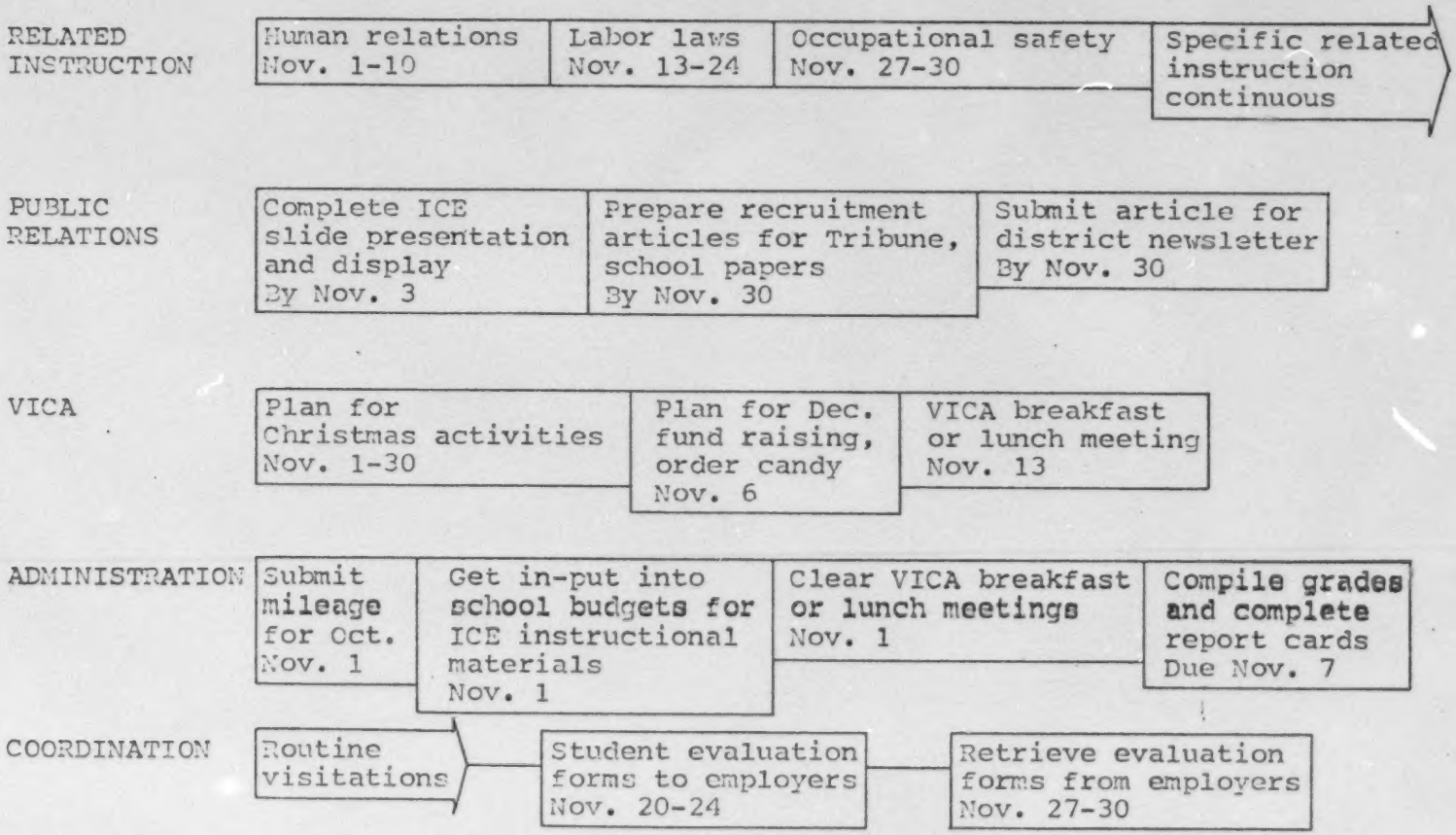
SEPTEMBER


RELATED INSTRUCTION
Orientation to coop Sept. 5-8
Orientation to VICA Sept. 11-15
Parliamentary Procedure Sept. 18-29
Students complete training profiles Sept. 29
PUBLIC RELATIONS
Talk to service club
Articles on VICA elections, inductions Tribune, school papers Sept. 29
Valley-wide coop article Phoenix Republic/Gazette By Sept. 30
VICA
Re-charter VICA Sept. 8
Membership campaign Sept. 11-22
Election of officers Sept. 18
Induction of officers Sept. 29
Talk by State VICA Director Sept. 13
Activities planning Sept. 19, 25, 29
ADMINISTRATION
Submit mileage for August Sept. 1
Obtain completed insurance waivers as students begin work
Reports of activities Due Sept. 29
Request film for ICE slide presentation Sept. 12
Arrange for transportation for VICA Fall Conference Sept. 15
COORDINATION
Complete recruitment of job training stations and placement of students
Set up training outlines
Begin training station visitations
Complete visits to parents

OCTOBER

RELATED INSTRUCTION	Human relations Oct. 1-31	Begin specific related instruction Oct. 2			
PUBLIC RELATIONS	Talks to service club by students, coordinator Nat. Ed. Week	Begin planning and building ICE display Oct. 3	Tribune article explaining ICE, number of students, types of jobs	Articles concerning Fall Conference, Tribune, school papers	
VICA	Elect delegates for Fall Conference, Have fees paid Oct. 2	Set up VICA committees Oct. 9	Solidify VICA activities plan for the year Oct. 9	Attend Fall Conference Oct. 20-21	Car wash Oct. 28
ADMINISTRATION	Submit mileage for Sept. Oct. 2	Submit bi-monthly report to administration Oct. 31	Request check for VICA Fall Conference Oct. 2	Submit travel request for Fall Conference Oct. 9	Order materials for ICE display Oct. 16
COORDINATION	Set fund-raising date for Dec. 4-15	Routine visitations	Student evaluation forms to employers Oct. 23-27	Retrieve evaluation forms from employers Oct. 30-Nov. 2	

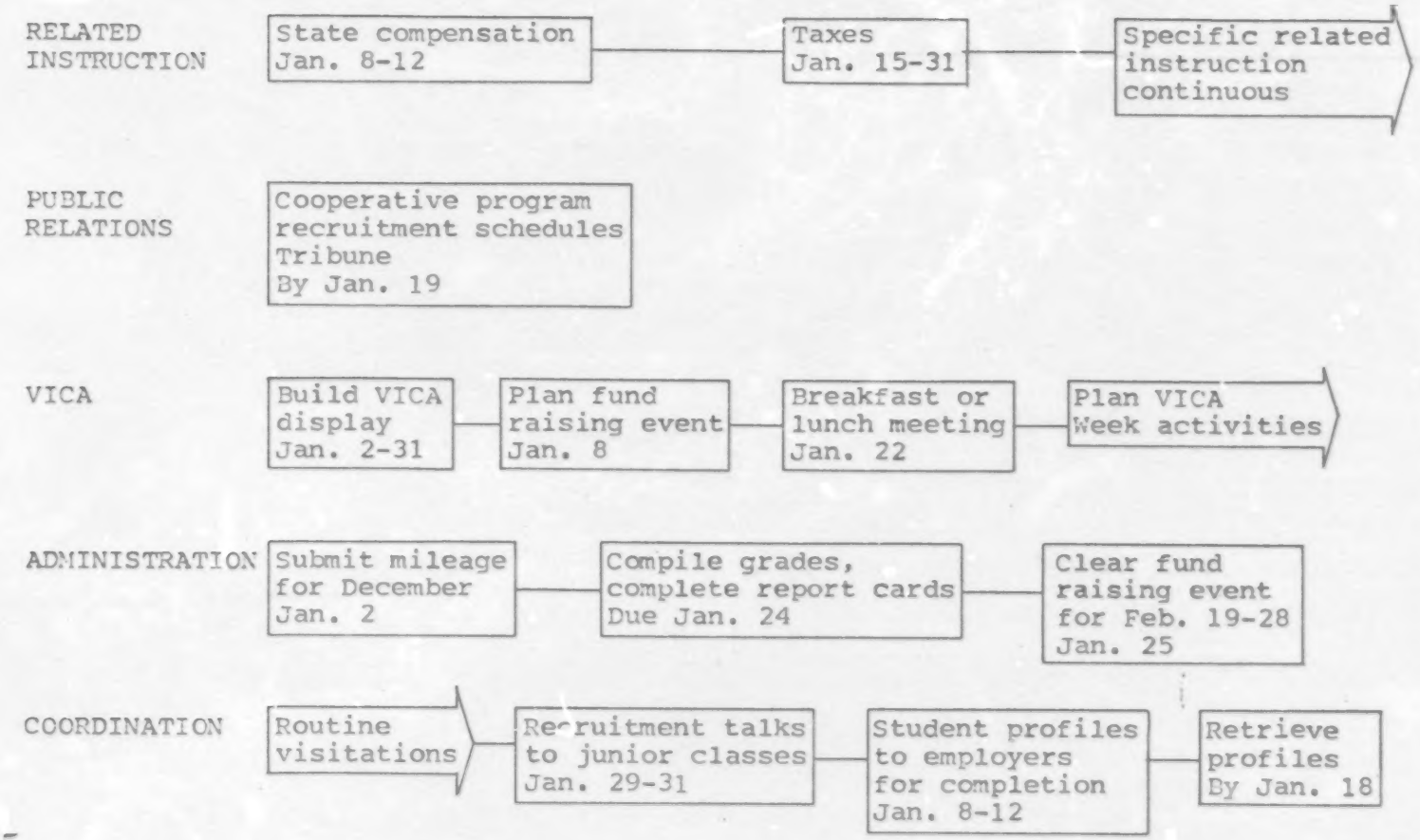
NOVEMBER


RELATED INSTRUCTION
Human relations Nov. 1-10
Labor laws Nov. 13-24
Occupational safety Nov. 27-30
Specific related instruction continuous
PUBLIC RELATIONS
Complete ICE slide presentation and display By Nov. 3
Prepare recruitment articles for Tribune, school papers By Nov. 30
Submit article for district newsletter By Nov. 30
VICA
Plan for Christmas activities Nov. 1-30
Plan for Dec. fund raising, order candy Nov. 6
VICA breakfast or lunch meeting Nov. 13
ADMINISTRATION
Submit mileage for Oct. Nov. 1
Get in-put into school budgets for ICE instructional materials Nov. 1
Clear VICA breakfast or lunch meetings Nov. 1
Compile grades and complete report cards Due Nov. 7
COORDINATION
Routine visitations
Student evaluation forms to employers Nov. 20-24
Retrieve evaluation forms from employers Nov. 27-30

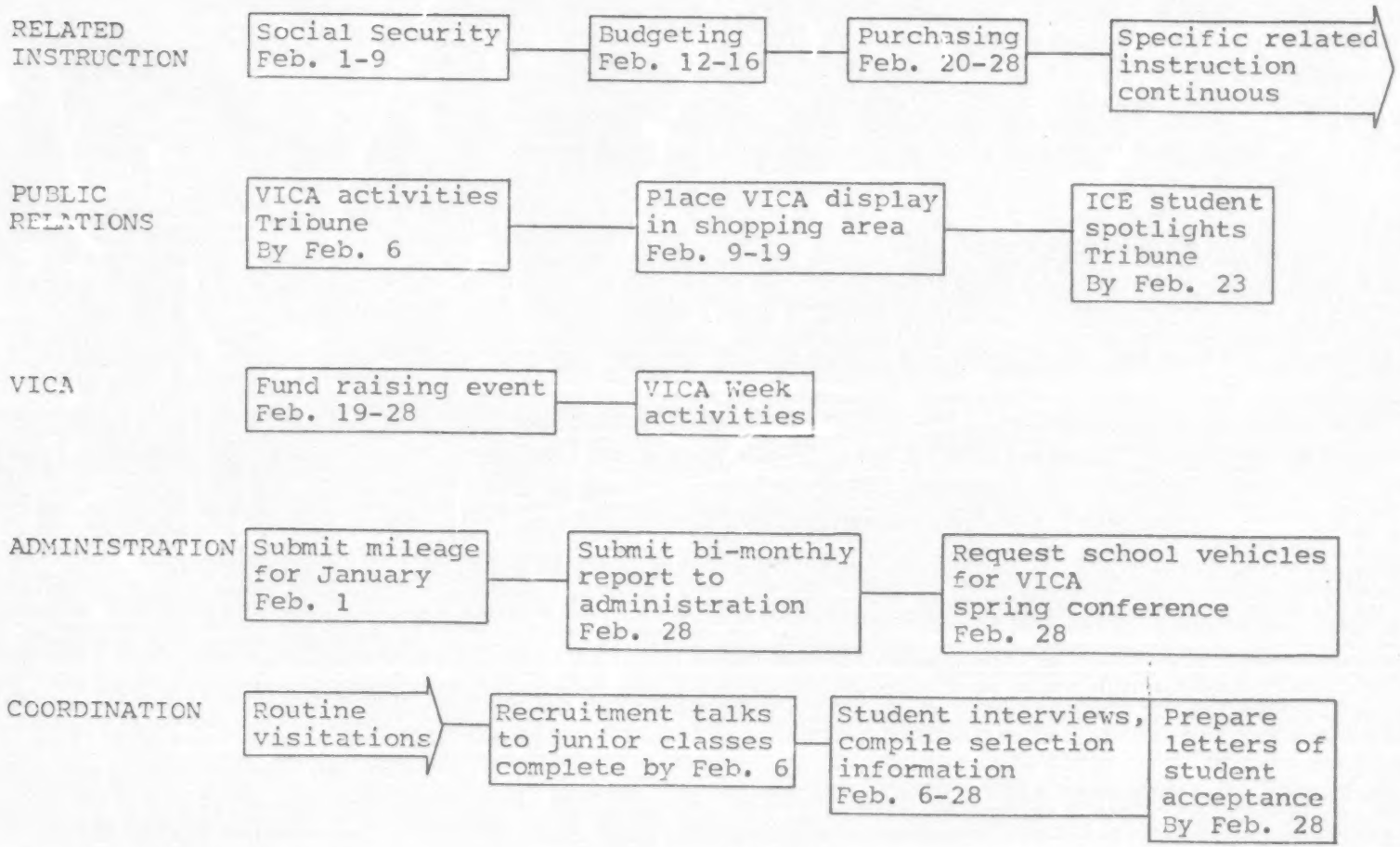
DECEMBER

RELATED INSTRUCTION	Occupational safety Dec. 1-20	Specific related instruction continuous		
PUBLIC RELATIONS	ICE displays placed in schools Dec. 1-15	Article in school papers, Tribune, concerning VICA Christmas activities By Dec. 20	Cards or letters to employers in mail by Dec. 20	
VICA	Fund raising event (candy sale) Dec. 4-15	Plan VICA display Dec. 1-20	Order materials for VICA display Dec. 20	Christmas activities Dec. 18-31
ADMINISTRATION	Submit mileage for November Dec. 3	Find sponsor for an outstanding ICE student award	Submit bi-monthly report to administration Dec. 20	
COORDINATION	Routine visitations			

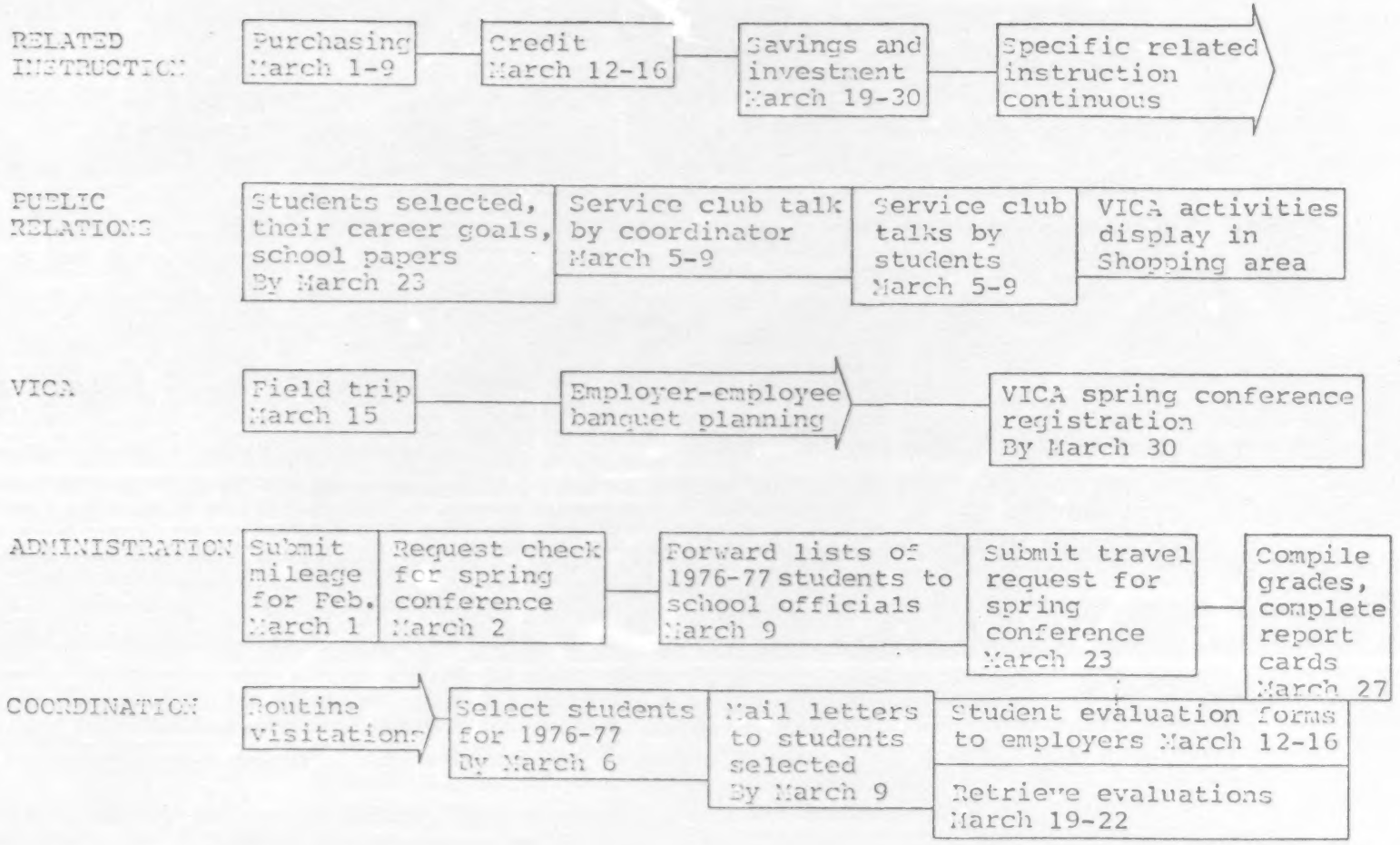
JANUARY


RELATED INSTRUCTION
State compensation Jan. 8-12
Taxes Jan. 15-31
Specific related instruction continuous
PUBLIC RELATIONS
Cooperative program recruitment schedules Tribune By Jan. 19
VICA
Build VICA display Jan. 2-31
Plan fund raising event Jan. 8
Breakfast or lunch meeting Jan. 22
Plan VICA Week activities
ADMINISTRATION
Submit mileage for December Jan. 2
Compile grades, complete report cards Due Jan. 24
Clear fund raising event for Feb. 19-28 Jan. 25
COORDINATION
Routine visitations
Recruitment talks to junior classes Jan. 29-31
Student profiles to employers for completion Jan. 8-12
Retrieve profiles By Jan. 18

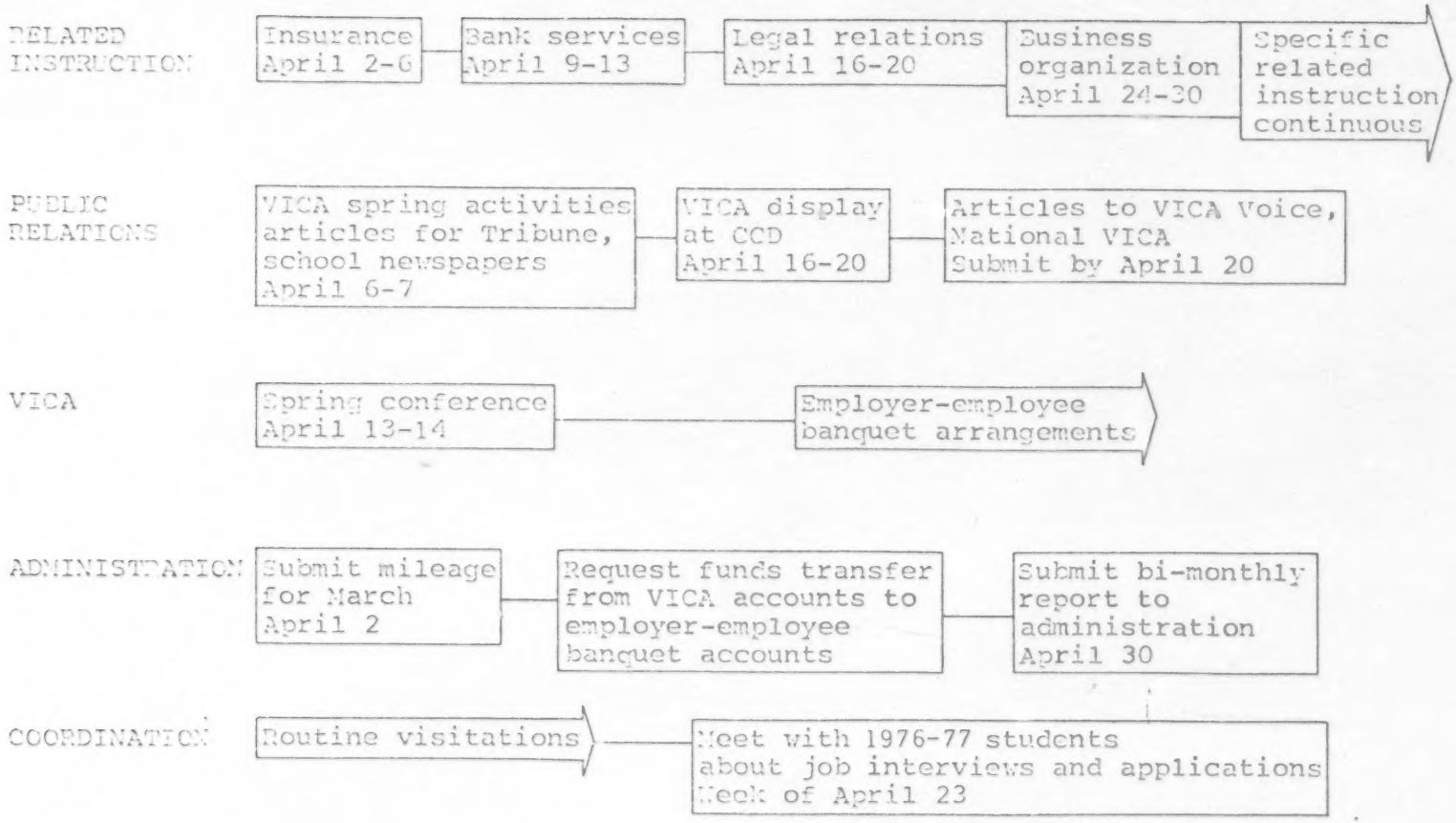
FEBRUARY


RELATED INSTRUCTION
Social Security Feb. 1-9
Budgeting Feb. 12-16
Purchasing Feb. 20-28
Specific related instruction continuous
PUBLIC RELATIONS
VICA activities Tribune By Feb. 6
Place VICA display in shopping area Feb. 9-19
ICE student spotlights Tribune By Feb. 23
VICA
Fund raising event Feb. 19-28
VICA Week activities
ADMINISTRATION
Submit mileage for January Feb. 1
Submit bi-monthly report to administration Feb. 28
Request school vehicles for VICA spring conference Feb. 28
COORDINATION
Routine visitations
Recruitment talks to junior classes complete by Feb. 6
Student interviews, compile selection information Feb. 6-28
Prepare letters of student acceptance By Feb. 28

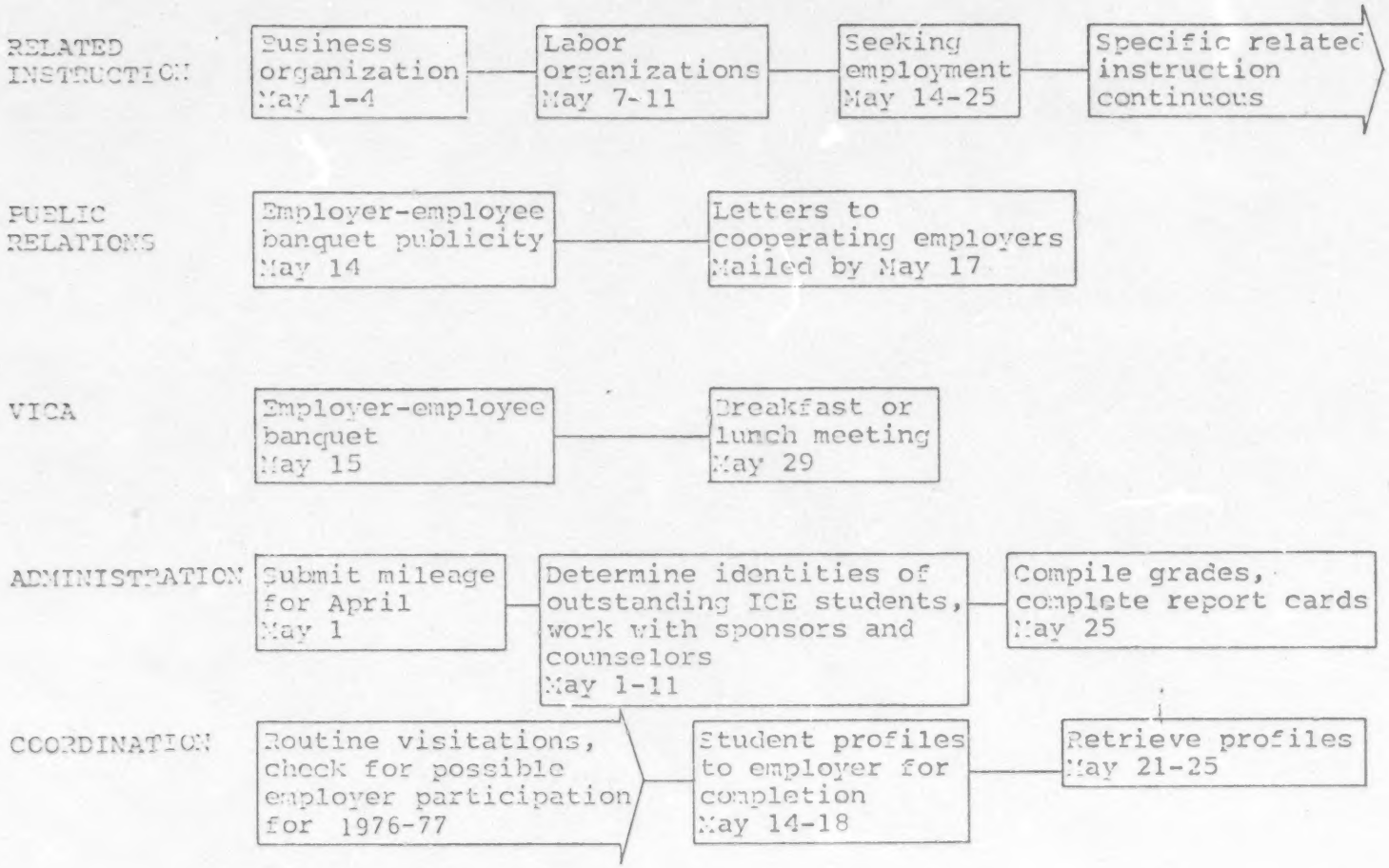
MARCH


RELATED INSTRUCTION
Purchasing March 1-9
Credit March 12-16
Savings and investment March 19-30
Specific related instruction continuous
PUBLIC RELATIONS
Students selected, their career goals, school papers By March 23
Service club talk by coordinator March 5-9
Service club talks by students March 5-9
VICA activities display in Shopping area
VICA
Field trip March 15
Employer-employee banquet planning
VICA spring conference registration By March 30
ADMINISTRATION
Submit mileage for Feb. March 1
Request check for spring conference March 2
Forward lists of 1976-77 students to school officials March 9
Submit travel request for spring conference March 23
Compile grades, complete report cards March 27
COORDINATION
Routine visitations
Select students for 1976-77 By March 6
Mail letters to students selected By March 9
Student evaluation forms to employers March 12-16
Retrieve evaluations March 19-22

APRIL


RELATED INSTRUCTION
Insurance April 2-6
Bank services April 9-13
Legal relations April 16-20
Business organization April 24-30
Specific related instruction continuous
PUBLIC RELATIONS
VICA spring activities articles for Tribune, school newspapers April 6-7
VICA display at CCD April 16-20
Articles to VICA Voice, National VICA Submit by April 20
VICA
Spring conference April 13-14
Employer-employee banquet arrangements
ADMINISTRATION
Submit mileage for March April 2
Request funds transfer from VICA accounts to employer-employee banquet accounts
Submit bi-monthly report to administration April 30
COORDINATION
Routine visitations
Meet with 1976-77 students about job interviews and applications Week of April 23

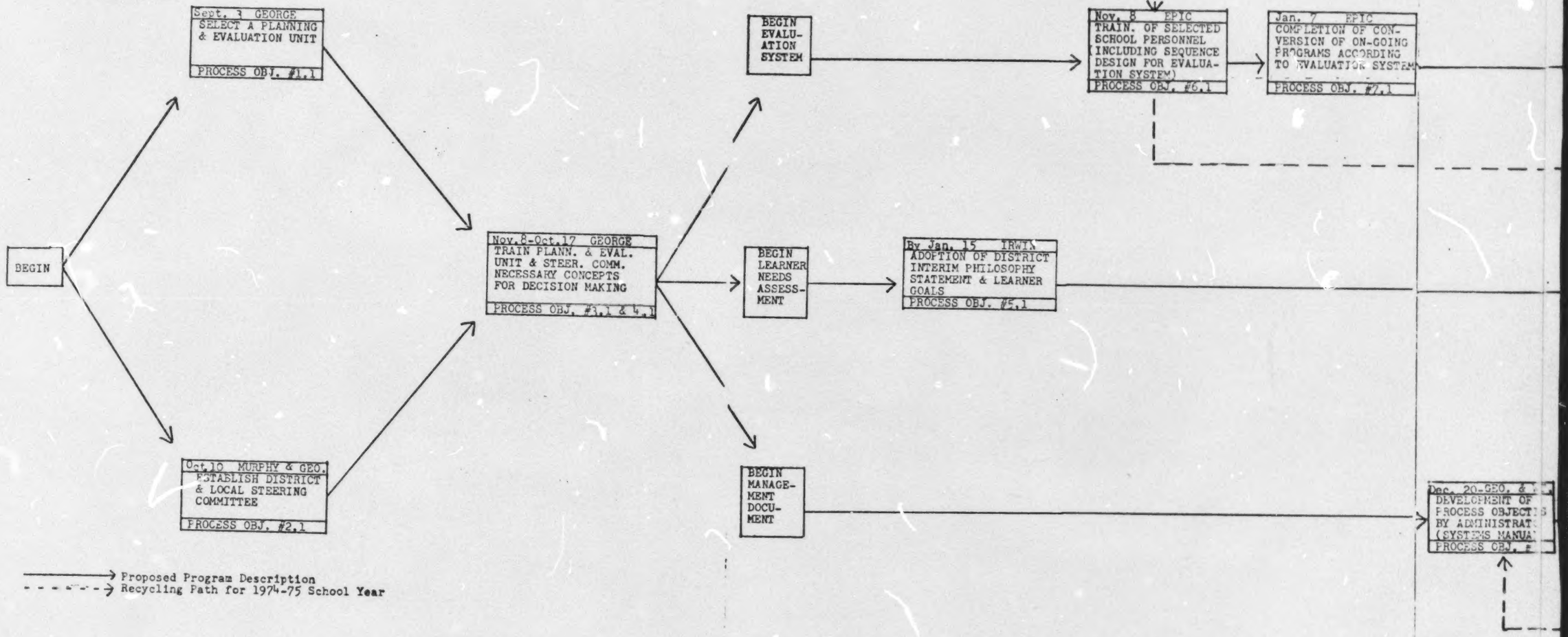
MAY


RELATED INSTRUCTION
Business organization May 1-4
Labor organizations May 7-11
Seeking employment May 14-25
Specific related instruction continuous
PUBLIC RELATIONS
Employer-employee banquet publicity May 14
Letters to cooperating employers Mailed by May 17
VICA
Employer-employee banquet May 15
Breakfast or lunch meeting May 29
ADMINISTRATION
Submit mileage for April May 1
Determine identities of outstanding ICE students, work with sponsors and counselors May 1-11
Compile grades, complete report cards May 25
COORDINATION
Routine visitations, check for possible employer participation for 1976-77
Student profiles to employer for completion May 14-18
Retrieve profiles May 21-25

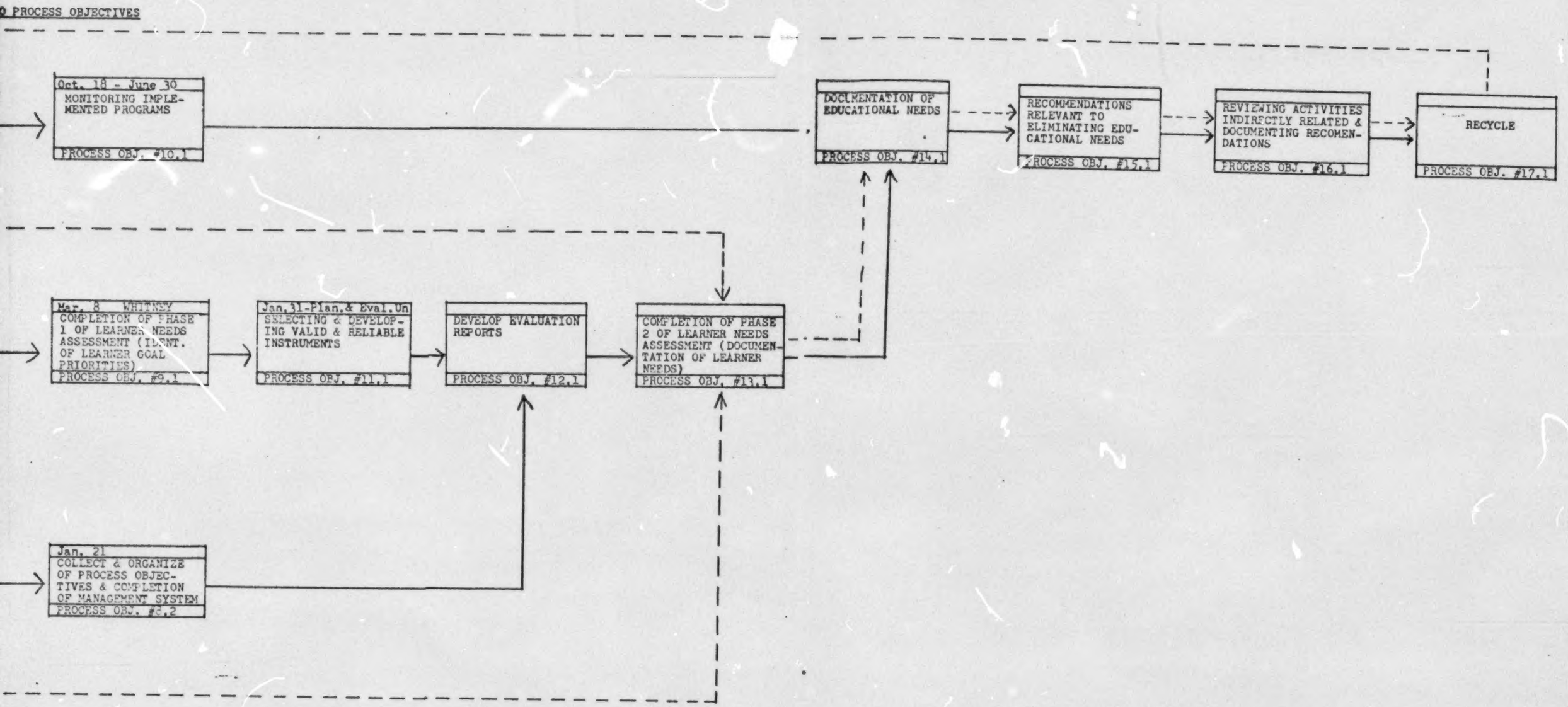
JUNE

RELATED INSTRUCTION	Both general and specific related instruction are ended	
PUBLIC RELATIONS	Inactive	
VICA	Inactive	
ADMINISTRATION	Submit annual report to administration June 1	Submit inventories and VICA records June 1
COORDINATION	Inactive	

A. State in sequence, and where possible by flow chart, the Activities and Procedures to be used in meeting stated objectives.


FLOW CHART ACCOP G
Sept. 3 GEORGE
SELECT A PLANNING & EVALUATION UNIT
PROCESS OBJ. #1.1
BEGIN
Oct.10 MURPHY & GEO.
ESTABLISH DISTRICT & LOCAL STEERING COMMITTEE
PROCESS OBJ. #2.1
Nov.8-Oct.17 GEORGE
TRAIN PLANN. & EVAL. UNIT & STEER. COMM. NECESSARY CONCEPTS FOR DECISION MAKING
PROCESS OBJ. #3.1 & 4.1
BEGIN EVALU-ATION SYSTEM
BEGIN LEARNER NEEDS ASSESS-MENT
BEGIN MANAGE-MENT DOCU-MENT
Nov. 8 EPIC
TRAIN. OF SELECTED SCHOOL PERSONNEL (INCLUDING SEQUENCE DESIGN FOR EVALUA-TION SYSTEM)
PROCESS OBJ. #6.1
By Jan. 15 IRWIN
ADOPTION OF DISTRICT INTERIM PHILOSOPHY STATEMENT & LEARNER GOALS
PROCESS OBJ. #5.1
Jan. 7 EPIC
COMPLETION OF CON-VERSION OF ON-GOING PROGRAMS ACCORDING TO EVALUATION SYSTEM
PROCESS OBJ. #7.1
Dec. 20-GEO. &
DEVELOPMENT OF PROCESS OBJECTI
BY ADMINISTRAT
(SYSTEMS MANUA
PROCESS OBJ. #
Proposed Program Description
Recycling Path for 1974-75 School Year

Glendale, A


PROCESS OBJECTIVES
Oct. 18 - June 30
MONITORING IMPLEMENTED PROGRAMS
PROCESS OBJ. #10.1
DOCUMENTATION OF EDUCATIONAL NEEDS
PROCESS OBJ. #14.1
RECOMMENDATIONS RELEVANT TO ELIMINATING EDUCATIONAL NEEDS
PROCESS OBJ. #15.1
REVIEWING ACTIVITIES INDIRECTLY RELATED & DOCUMENTING RECOMENDATIONS
PROCESS OBJ. #16.1
RECYCLE
PROCESS OBJ. #17.1
Mar. 8 WHITNEY
COMPLETION OF PHASE 1 OF LEARNER NEEDS ASSESSMENT (IDENT. OF LEARNER GOAL PRIORITIES)
PROCESS OBJ. #9.1
Jan. 31-Plan. & Eval. Un
SELECTING & DEVELOPING VALID & RELIABLE INSTRUMENTS
PROCESS OBJ. #11.1
DEVELOP EVALUATION REPORTS
PROCESS OBJ. #12.1
COMPLETION OF PHASE 2 OF LEARNER NEEDS ASSESSMENT (DOCUMENTATION OF LEARNER NEEDS)
PROCESS OBJ. #13.1
Jan. 21
COLLECT & ORGANIZE OF PROCESS OBJECTIVES & COMPLETION OF MANAGEMENT SYSTEM
PROCESS OBJ. #2.2

APPENDIX C

EXEMPLARY PROGRAMS
OBJECTIVES

Bellevue, Neb.

STUDENT COMPETENCIES FOR COOPERATIVE EDUCATION

The student will possess skills and positive attitudes towards performing his assigned tasks.

The student will represent the business favorably to customers and outside business associates.

The student will be able to demonstrate initiative and creativity in selected problem solving situations.

The student will be able to talk clearly and pleasantly, conveying spirit and enthusiasm.

The student will become aware of other's needs and motivations in order to work more cooperatively with fellow employees, supervisors, and management.

The student will develop the attitude that personnel policies are established for the benefit of the store and the employees.

The student will be able to demonstrate the application of selected personality traits necessary for successful job performance.

The student will be able to state or write why a positive attitude is needed in one's work.

The student will attempt to maintain good health practices to improve his job performance.

They will be able to dress appropriately for a selected job and maintain a well-groomed appearance.

The student will develop the need for joining and participating in meetings and activities which will improve personal and professional development.

The student will use effective vocabulary and speech in dealing with others.

The student will demonstrate skill in interpreting business policies to customers or clients.

The student will demonstrate an awareness that certain thoughtlessly used terms or words can be misinterpreted by the listener.

The student will develop the skills necessary that will allow him to receive and give telephone orders, complaints and messages.

The student will be able to state or write how small savings in some expense areas can mean a substantial gain in profits.

The student will be able to recognize and handle incidents of business security.

The student will develop an awareness that a personnel organization enables the policies of the firm to be carried out and enables each person employed to make a contribution to its successful operation.

The student will demonstrate proper handling and care of equipment.

The student will develop skills in using forms and records necessary in control.

The student will demonstrate the ability to participate in counts for physical inventories.

The student will be able to use and translate percentage with facility.

The student will be able to multiply and extend figures with facility.

STATE OF CALIFORNIA–
VOCATIONAL EDUCATION

Form VE-1.1g

Vocational Education Project
Application for Funds Under the
Vocational Education Amendments of 1968 (P.L. 90-576)
Part G, Cooperative Vocational Education
School Year July 1, 1975 –June 30, 1976

REGION	CODE	COUNTY	CODE
Central		Tulare	
DISTRICT			CODE
Visalia Unified School District			
ADDRESS			
315 E. Acequia Street, Visalia, California 93277			
SUPERINTENDENT			
Dr. H. D. Lovik			
PROJECT TITLE			
Distributive, Office, Agriculture, Trade & Industry Cooperative Work Experience Vocational Education Project			

The attached Budget Summary and Statement of Assurances, plus the District Plan for Vocational Education, dated July 1, 1974, constitute a firm request for assistance from funds available through the Vocational Education Amendments of 1968, Public Law 90-576, Part G–Cooperative Vocational Education.

I certify that:

All programs, services, and activities covered by this application will be operated in accordance with the Act, *Regulations*, Statement of Assurances, and the current *California State Plan for Vocational Education*, except as noted.

(Signed) _____ Date _____
District Superintendent or designate
(Original signature required on one copy)

Person preparing this application:

Name Jack Stevens Title Director Secondary Education

Phone (209) 733-1400, Ext. 239
Area code Number

Check appropriate space

X New program
X Expanding program
_____ Continuing program

Previous years of funding:

1974-75 $ 19,279
1973-74 $ -0-
1972-73 $ -0-

3. Goal

Identify the goal of the program as described in this project. (A goal is a statement of broad direction, purpose, or intent based on the identified needs. A goal is general and timeless; it is not conceived with a specific achievement within a specified time period.) Refer to Part I of the instruction booklet.

To offer a cooperative agriculture education vocational work experience program, including an individualized, self-pacing, continuous progress curriculum, designed to help students acquire those skills/competencies necessary for entry level employment in the agriculture field.

4. Measurable Performance Objectives

Performance objectives for the program, service, or activity must be stated in measurable terms. To be measurable, the objective statement must include the outcome desired, the level of achievement, the conditions of evaluation, and the time required for completion.

The proposed project must list the program objectives and should avoid listing student objectives. There should be a direct relationship between the listed objectives and the goals listed in Part I of the instruction booklet.

1. During the 1975-76 school year, cooperative agriculture education will be provided for a minimum of twenty students of whom at least eighteen will acquire saleable skills necessary for employment.

2. By the end of 1975-76 school year, each student enrolled in the program will have had an opportunity to complete 175 hours of related classroom instruction.

3. By the end of the 1975-76 school year, each student enrolled in the program will have been provided an opportunity to complete a minimum of 350 hours of paid cooperative work experience.

4. During the 1975-76 school year, the teacher/coordinator will continue to use an individualized, self-pacing, continuous progress curriculum.

5. By December 1975, at least 80% of the students enrolled in this program will be members of the Future Farmers of America (FFA).

6. Each student who completes the program will have developed job entry level skills necessary to retain employment and to be certified employable by the teacher/coordinator and the cooperative work experience sponsor.

7. By June 1976, the teacher/coordinator will have attended at least five hours of work experience education in-service training.

8. By June 1976, the coordinator will have made at least two visitations per quarter to each work experience station where a student is employed.

9. By June 1976, the coordinator will have made at least one evaluation of the students' work per quarter with the assistance of the employer.

4. Measurable Performance Objectives (continued)

10. Fall Semester: By October 15, 1975 the coordinator will have averaged 6 contacts per week for possible work stations.
    Spring Semester: By March 1, 1976 the coordinator will have averaged 6 contacts per week for possible work stations.

11. By June 1976, the coordinator will have an individualized record on each cooperative work experience student.

12. By June of 1976, the coordinator will have a written report evaluating the efficiency of fulfilling the performance objectives.

13. During the 1975-76 school year, the coordinator will have established working relations with labor, employment offices and other agencies to assist in identifying jobs.

14. During the 1975-76 school year, a minimum of 35% of the students enrolled in the program will be minority, handicapped, or disadvantaged students.

15. By June 1976, the teacher/coordinator will have conducted a follow-up study of at least 90% of the cooperative work experience students through the use of a questionnaire and/or personal interview method.

COOPERATIVE VOCATIONAL EDUCATION PROGRAM

of the

PROVIDENCE SCHOOL DEPARTMENT
1491 Broad Street
Providence, Rhode Island 02905
461-3646

A Cooperative Program in Education

Elisha C. Moniz
Supervisor

June 1975

PROGRAM OBJECTIVES

To:

1. Develop an awareness in the student of the real relationship that exists in the world of work and learning in school thereby maintaining the student to seek further growth and development which will enhance his future life style.

2. Develop in the student individual qualifications for subsequent full-time employment or advanced study.

3. Encourage the student to continue his schooling by permitting him to satisfy his financial needs through part-time employment.

4. Enhance the student's occupational preparation by involving him in the real world of work.

5. Help the student develop the necessary social skills and work attitudes and habits necessary for job tenure or entry into other vocational training programs.

6. Help the student develop a viable career plan based on realistic self-appraisal and accurate occupational information.

7. Provide the student with early occupational experiences which are vital in making immediate and long range career decisions.

DEFINITION

COOPERATIVE VOCATIONAL EDUCATION: A program of vocational education for students who, through a cooperative arrangement between the school and employers, receive instruction - including required in-school academic courses and related vocational instruction - by the alternation of study in school with a job in a related occupational field. These two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his employability. Work periods or school attendance may be on alternate half-days, full days, weeks, or other periods of time. (R. I. State Plan for the Administration of Vocational Education).

N.J.

COOPERATIVE OFFICE EDUCATION

MANUAL

Livingston High School

Livingston, New Jersey

Elaine Gompf, Coordinator

AIMS AND OBJECTIVES

To provide students with specific vocational training in order to provide for articulation between classroom and the job.

To have the student examine the necessity of good human relations and put them into practice.

To allow the student to put his classroom learnings to practical use.

To provide an opportunity for the development of certain desirable work habits such as industriousness, responsibility, self-reliance, and punctuality.

To provide opportunities and experiences for the development of social skills and the ability to get along with others.

To gain a better insight into the problems involving employer and employee relationships.

To develop a better understanding between schools and the business community.

To allow the student to gain a certain degree of salable work experience for post-graduation employment.

To expose students to various office occupations which may not have been considered in the classroom.

To provide needed learning experiences which cannot be gained in the classroom.

ADVANTAGES

For the Student:

Provides practical training of the kind that makes the student more efficient and valuable to his future employer.

Provides experience for meaningful vocational guidance.

APPENDIX D

EXEMPLARY PROGRAMS EVALUATION

COOPERATIVE VOCATIONAL EDUCATION PROGRAM
PROVIDENCE PUBLIC SCHOOLS

STUDENT EVALUATION REPORT

DATE

Student– Learner

School

Company Name

evaluated By

	EXCELLENT	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	POOR
Quality of Work :					
Quantity of Work :					
Works Well With others :					
Attendance :					
Appearance :					
Initiative :					

Comments and Personal Observations :

WILLIAM M. DAVIES, JR., TECHNICAL HIGH SCHOOL
JENCKES HILL ROAD, LINCOLN, RHODE ISLAND 02865

CO-OP PROGRAM

EMPLOYER'S MONTHLY PROGRESS REPORT OF STUDENT WORKER

INSTRUCTIONS: PLEASE EVALUATE STUDENT WORKER'S PROGRESS AND MAIL COMPLETED FORM TO CO-OP COORDINATOR

STUDENT'S NAME _____ SHOP _____ GROUP _____

EMPLOYER'S NAME AND ADDRESS _____

NOTE: PLEASE RATE STUDENT BY SELECTING THE RATING FACTOR WHICH MOST CLEARLY DESCRIBES THE STUDENT FOR EACH TRAIT.

A = Always or Excellent; B = Nearly always or above average; C = Generally or average; D = Seldom or acceptable; F = Never or not acceptable.

	A	B	C	D	F
DEPENDABILITY - Regular and punctual attendance; carries out assigned duties with little or no follow up.					
INITIATIVE - A self-starter, does routine work without waiting to be told.					
COOPERATION - Cooperates well with supervisor and co-workers; attitude favorable toward work.					
ORGANIZATION OF WORK - Plans ahead; makes good use of time.					
JOB KNOWLEDGE - Has basic understanding of job; interested in and learns new elements of job well.					
QUALITY OF WORK - Meets standards for a starting worker. Takes pride in doing a job well.					
QUANTITY OF WORK - Meets standards for a starting worker. Does not waste time.					
SAFETY - Consistently follows safe practices and safety requirements.					

ATTENDANCE AND PUNCTUALITY RECORD

DAYS LATE		PLEASE INSERT DATES OF ABSENCES BELOW.
DAYS ABSENT		

Please make general comment as to student's performance and/or indicate specific area in which student needs help. (Use reverse side if necessary)

_____

_____

_____

_____

_____

_____

9/75

_____ EVALUATOR'S SIGNATURE

Mesa Jr. 94

TRAINING PROFILE
ARCHITECTURAL DRAFTSMAN
17.13

A combination of knowledges, understandings, and abilities an individual should have to give him a good opportunity for entrance into the occupation of architectural draftsman.

TRAINEE _____ TRAINING STATION _____

SCHOOL YEAR _____ HIGH SCHOOL _____

DEGREE OF PROGRESS

1. Trainee has had NO training.
2. Trainee has had VERY LITTLE training.
3. Trainee has had ADEQUATE training.
4. Trainee has had a GREAT AMOUNT of training.

DATE OF TRAINING PROGRESS EVALUATION* A_____ B_____ C_____ D_____ E_____

JOB	SCHOOL	TASKS	TRAINING PROGRESS*				
		ORIENTATION- The trainee understands:	A	B	C	D	E
		1. Company policies concerning absenteeism, tardiness, holidays, and personal grooming.					
		2. Company pay policies.					
		3. The orgainzation of the firm.					
		4. The types of tools he must own.					
		5. The procedures for getting materials.					
		6. The opportunities for advancement.					
		7.					
		BASIC SKILLS- The trainee has the ability to:					
		1. Make detail drawings or sections.					
		2. Draw floor plans.					
		3. Draw elevations.					
		4. Draw plot plans.					
		5. Letter neatly and rapidly.					
		6. Dimension drawings.					
		7. Ink drawings.					
		8. Make free-hand sketches.					
		9. Use drafting tools efficiently and accurately.					
		10. Make drawings that meet reproduction standards.					
		11. Apply drafting principles to solve problems.					
		12. Operate reproducing equipment.					
		13. Find and apply information from the Architectural Graphic Standards Manual.					
		14. Make mathematical computations necessary in the trade.					
		15. Build architectural models.					
		16. Originate and write construction schedules.					
		17.					

JOB	SCHOOL	TASKS	TRAINING PROGRESS*				
		BASIC KNOWLEDGES- The trainee knows or understands:	A	B	C	D	E
		1. Symbols, abbreviations, and terminology of the trade.					
		2. Types, standards, and uses of building materials.					
		3. Drafting standards.					
		4. Accepted procedures for dimensioning.					
		5. The properties of materials.					
		6. The role of architectural licensing and regulations.					
		7.					
		MISCELLANEOUS- The trainee:					
		1. Keeps time and job cards.					
		2. Keeps his work space clean and neat.					
		3. Works well with others.					
		4. Is reliable.					
		5. Is able to work without close supervision.					
		6. Is courteous, self-reliant, and respectful.					
		7. Is able to produce high quality work.					
		8.					

INDUSTRIAL COOPERATIVE EDUCATION
PROGRESS REVIEW RECORD

STUDENT NAME: _____ EMPLOYER _____

INSTRUCTIONS: PLACE A CHECK MARK IN THE BOX LOCATED BELOW THAT WHICH EXPRESSES YOUR OPINION OF THE STUDENT

RATING CHARACTERISTICS						SCORE
1. Quantity (Amount of work turned out)	High Volume	Above Average Quantity	Average Output	Output below Average	Very Low Volume	
2. Quality (accuracy and neatness of work	Inaccurate, Careless	Work Needs Frequent Checking	Work is Passable	Above Average in Accuracy and Neatness	Excellent Quality	
3. Dependability (can be relied upon to do the job)	Always Reliable	Does Work with Minimum of Supervision	Satisfactory Steady Worker	Tends to Neglect Work	Unreliable, Needs Constant Supervision	
4. Attitude (Feeling Toward Work and People)	Cooperates only on Demand, with Supervision	Accepts all work assignments enthusiastically	Frequently gripes about work assignment	Accepts work assignment satisfactorily	Does work willingly. Follows rules and orders	
5. Adaptability (rate of adjustment to the job)	Slow adjustment to new assignment	Below average, needs frequent assistance	Average. Need for occasional follow-up	Good adjustment	Rapid Adjustment to any assignment	
6. Attendance (Regularity on the job)	Continually absent and/or Tardy	Irregular	Satisfactory	Rarely absent and/or tardy	Excellent	
DATE RATED:	RATED BY:		STUDENT		TOTAL	

IF YOU DO NOT WISH THE STUDENT TO SEE THIS REPORT, PLEASE CHECK HERE ☐
COMENTS:

CO-OP TRAINEE PROGRESS REPORT

Muskegon, Michigan

Employer _____ Trainee _____ School _____

Ratings should be in comparison with other employees at the same level of experience.

	1st Quarter					2nd Quarter					3rd Quarter					4th Quarter				
Factors To Be Rated	Excellent	Above Average	Average	Below Average	Unsatisfactory	Excellent	Above Average	Average	Below Average	Unsatisfactory	Excellent	Above Average	Average	Below Average	Unsatisfactory	Excellent	Above Average	Average	Below Average	Unsatisfactory
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
Quality of Work																				
Quantity of Work																				
Use of Time																				
Judgment																				
Initiative																				
Cooperation																				
Appearance																				
Other Information (Please Check)	Attendance ___ Satisfactory ___ Not " Punctuality ___ Satisfactory ___ Not " Attitude ___ Favorable ___ Questionable ___ Unfavorable Comments					Attendance ___ Satisfactory ___ Not " Punctuality ___ Satisfactory ___ Not " Attitude ___ Favorable ___ Questionable ___ Unfavorable Comments					Attendance ___ Satisfactory ___ Not " Punctuality ___ Satisfactory ___ Not " Attitude ___ Favorable ___ Questionable ___ Unfavorable Comments					Attendance ___ Satisfactory ___ Not " Punctuality ___ Satisfactory ___ Not " Attitude ___ Favorable ___ Questionable ___ Unfavorable Comments				
Date of Rating																				
Employer's Signature																				

EMPLOYER'S REPORT ON COOPERATIVE OCCUPATIONAL TRAINEE

In Cooperation with the Cooperative Programs

of

Muskegon Area High Schools

Place of Employment _____

Supervisor _____

Trainee _____

High School _____

Coordinator _____

Year 19 ___ - ___

APPENDIX E

EXEMPLARY PROGRAMS
FOLLOW-UP

1. NAME (Please Print)_____

2. MAILING ADDRESS (Please Print)_____
street

3. _____
city state zip

4. AGE ____

5. SEX (circle one)
   1. Male
   2. Female

6. RACIAL-ETHNIC GROUP (circle one)
   1. American Indian
   2. Black
   3. Spanish Surnamed American
   4. White
   5. Other

7. During your last two years of school, in which of the following PROGRAMS were you enrolled? (In other words, what kind of courses did you take?)

(circle one)

1. CP: a COLLEGE PREPARATORY program in which you got ready to go on for more schooling
2. G: a GENERAL program in which you prepared to graduate from school
3. VE: a VOCATIONAL EDUCATION program in which you prepared for a particular type of job

8. If you circled the VE program, in which of the following areas did you take most of your vocational courses?

(circle one)

1. AGRICULTURAL EDUCATION: production, equipment mechanics, farm supply
2. BUSINESS AND OFFICE: secretarial, accounting, office management
3. DISTRIBUTIVE EDUCATION: district marketing & retailing, salesmanship, product & service marketing
4. HOME ECONOMICS: consumer education, food preparation, clothing construction/sales, child care
5. HEALTH OCCUPATIONS: nurse's aide, licensed practical nurse, registered nurse, dental assistant
6. TECHNICAL: architectural drafting, sanitation technician, civil engineering technician
7. TRADE AND INDUSTRIAL: automotive, refrigeration, electrical, carpentry, welding

9. How well did your program (CP, G or VE) prepare you for what you're doing now? (circle one)
   1. Poor 2. Fair 3. Good 4. Excellent

10. Was this program (CP, G or VE) what you really wanted? (Circle one)
    1. YES 2. NO

11. What reason BEST describes why you took this program? (Circle one)
    1. Prepare for college.
    2. My friends were in it.
    3. My parents wanted me to take it.
    4. I liked the teachers or the courses.
    5. So I could get the job I wanted.
    6. The counselor told me I should take it.
    7. The program I really wanted was full.
    8. Some other reason.

BEFORE YOU ENROLLED in this program (CP, G or VE), HOW WELL PREPARED were you to know: (Circle one for each.)	Not Prepared	Poorly Prepared	Somewhat Prepared	Well Prepared
12. What your personal career goals were at that time	1	2	3	4
13. What programs you could choose from	1	2	3	4
14. How to choose the one program that would get you where you wanted to go	1	2	3	4

WHILE YOU WERE ENROLLED in this program (CP, G or VE), HOW WELL PREPARED were you to know: (Circle one for each)	Not Prepared	Poorly Prepared	Somewhat Prepared	Well Prepared
15. What skills you would learn	1	2	3	4
16. How your work in class would be graded or evaluated	1	2	3	4
17. What kind of job you could get	1	2	3	4
18. Where to find employers who would hire you	1	2	3	4
19. What the employers would require of you	1	2	3	4
20. How to apply for a job	1	2	3	4
21. The role of trade unions	1	2	3	4
22. Other schools or colleges you would go to for further training	1	2	3	4

HOW MUCH do you agree or disagree with the following statements? (Circle one number for each.)	Strongly Disagree	Disagree	Agree	Strongly Agree
23. The COURSES in my program definitely taught me the skills I needed for my job or new school program.	1	2	3	4
24. The TEACHERS in my program made sure I really learned the skills they were teaching.	1	2	3	4
25. Both the teachers and the courses were UP TO DATE in terms of the tools and equipment I needed to know about.	1	2	3	4

26. Graduates from vocational training programs, when compared with non-vocational graduates:	Strongly Disagree	Disagree	Agree	Strongly Agree
a. are able to get better jobs	1	2	3	4
b. know how to work with people better	1	2	3	4
c. will probably get more promotions	1	2	3	4

27. For how many MONTHS were you enrolled in one or more vocational courses? (If none, put 0)_____MONTHS

28. Did the program from which you graduated (CP, G or VE) have PERFORMANCE OBJECTIVES? (A performance objective is like a definite goal that you can measure. You know what you're going to learn to DO -- and you know when you've learned to do it RIGHT.)

(circle one)

1. NO -- not as far as I know.
2. YES -- but only in a few courses.
3. YES -- in about half my courses.
4. YES -- in many of my courses.
5. YES -- in all of my courses.

IF NONE OF YOUR COURSES HAD PERFORMANCE OBJECTIVES GO ON TO ITEM 34

HOW WOULD YOU RATE the performance objectives in your classes? (Circle one number for each question.)

	Definitely Did Not	Probably Did Not	Probably Did	Definitely Did
29. They helped me get a clear picture of where I was going in class.	1	2	3	4
30. They made it easier to learn than it was in classes without performance objectives.	1	2	3	4
31. They made it easier for me to understand how I was being graded.	1	2	3	4
32. They helped me to see how all the skills I was learning fit together.	1	2	3	4
33. They helped the teacher know when I was having trouble.	1	2	3	4

34. Were any of your courses CO-OPERATIVE ones where you actually went out and worked on a job to fulfill courses requirements? 1. Yes_____ 2. No_____

IF YOU ANSWERED NO, GO ON TO ITEM 39.

	None	A little	Some	A lot
35. How much did your related school work prepare you for your CO-OP experience?	1	2	3	4
36. How satisfied were you with your CO-OP experience?	1	2	3	4
37. Were the people you worked with in any union?	1. Yes		2. No	
38. Are you now working for the employer with whom you CO-OPED?	1. Yes		2. No	

AS A GRADUATE

	Definitely Wouldn't	Probably Wouldn't	Probably Would	Definitely Would
39. Would you take the same program again? (CP G VE)	1	2	3	4
40. Would you recommend the program to a friend?	1	2	3	4
41. Would you like to work on a committee making recommendations about what should be taught in a particular vocational area?	1	2	3	4

NO

42. Since you graduated, has anyone asked your opinions about how the program that you took (CP, G or VE) might be improved?

(circle one)

1. No one has asked me.
2. A teacher
3. A guidance counselor
4. A placement coordinator
5. A letter from the school
6. Other

HOW WELL did your school prepare you to do the following? (Circle one number for each question.)	Not at all	A little	O.K.	Well	Very Well
43. To write a resume that gets you an interview	1	2	3	4	5
44. To handle an interview well enough to get a definite job offer	1	2	3	4	5
45. To do high quality work	1	2	3	4	5
46. To know the skills required by the job	1	2	3	4	5
47. To use the tools and equipment needed on the job	1	2	3	4	5
48. To handle any math required by the job	1	2	3	4	5
49. To accept responsibility	1	2	3	4	5
50. To finish asssignments on time	1	2	3	4	5
51. To follow directions from supervisors	1	2	3	4	5
52. To get along with other employees	1	2	3	4	5
53. To learn the skills needed for promotions	1	2	3	4	5

Which of the following statements describes your present status? (Circle ALL that apply to you.)

54. I am now employed and I work about _____ hours per week. (please fill in)
55. I am not now employed.
56. I am looking for a job.
5 I am not looking for a job.
58. I am a full-time student.
59. I am a part-time student.
60. I am a homemaker.
61. I am in (or will be by January 1976) the military service.

62. How many FULL-TIME JOBS have you had since graduation? (circle one)

1 2 3 4 5 or more

IF YOU ARE UNEMPLOYED, SKIP TO ITEM 77.

63. YOUR JOB TITLE (Please print) _____

EMPLOYER'S MAILING ADDRESS (including military)

_____
employer's name

_____
company

_____
street

_____
city state zip

64. How long did it take you after graduation to get your first full-time job? (circle one)
1. I had it before graduation
2. 1 - 2 weeks
3. 3 - 4 weeks
4. 5 - 6 weeks
5. 7 - 8 weeks
6. Over 2 months

65. How far is your present job from the school where you graduated?
1. 1 - 25 miles
2. 26 - 50 miles
3. 51 - 75 miles
4. 76 - 100 miles
5. Over 100 miles

66. On your present job, about how much are you paid per hour? $_____
please fill in

67. On your present job, how much do you use the training you received in school?
1. None
2. A little
3. More than a little but less than a lot
4. A lot

68. Is your present job related to the training you got in school?
1. YES - directly related
2. YES - somewhat related
3. NO - I couldn't find a related job
4. NO - the union didn't have any apprentice openings
5. NO - I like this job better than the one I was trained for
6. NO - the pay was better here
7. NO - I never intended to get a related job
8. NO - (other reason)

69. What did your school, college or training center do to help you find a job? (Circle ALL that apply)
1. Told me about job openings
2. Sent me for an interview
3. Taught me how to fill out job applications
4. Gave information about me to my employer
5. Other (please specify)_____
6. None of these things

70. Who helped you find a job? (Circle ALL that apply)
1. Counselor
2. Teacher or co-op coordinator
3. Relative or friend
4. School placement office
5. Public employment agency
6. Private employment agency
7. 4 year college placement office
8. I found it myself
9. Other

71. In those areas of your job where you were NOT well prepared, how long did it take you to learn what you needed to handle the job well? (Circle one)
1. Less than 1 month
2. From 1 - 3 months
3. From 4 - 6 months
4. From 7 - 12 months
5. Over a year

HOW SATISFIED ARE YOU with: (circle one)	Very Unsatisfied	Somewhat Unsatisfied	Somewhat Satisfied	Very Satisfied
72. Your present job	1	2	3	4
73. Your present wages	1	2	3	4
74. Your working conditions	1	2	3	4
75. The help you got from your school in getting the job	1	2	3	4
76. The job skills you now have	1	2	3	4

IF YOU ARE NOT TAKING COURSES AT THIS TIME, SKIP TO ITEM 82.

77. What is the NAME of your present school, training or apprentice program? (Please print)_____

78. What TYPE of school or program are you now in? (Circle one)
1. 2 year college (vocational/technical program)
2. 2 year college (liberal arts program)
3. 4 year college or university
4. Business or trade school
5. Apprentice program
6. Other (please specify)_____

79. What is your major area of study or training? (Please print)_____

80. In your major area of study or training, how much do you use the training you received in your previous school? (Circle one)
1. None
2. A little
3. More than a little but less than a lot
4. A lot

81. Who helped you to find and/or get into your present educational program? (Circle ALL that apply)
1. Counselor at school
2. Teacher or co-op coordinator
3. Relative or friend
4. School placement office
5. Training or apprentice program recruiter
6. I did it myself
7. Other (please specify)_____

IF YOU ARE PRESENTLY UNEMPLOYED AND ARE LOOKING FOR A JOB, COMPLETE ITEM 82.

82. Whom have you asked for help in finding a job? (Circle ALL that apply)
1. Counselor at school
2. Teacher or co-op coordinator
3. Relative or friend
4. School placement agency
5. Public employment agency
6. Private employment agency
7. 4 year college placement office
8. Other (please specify)_____
9. None of these

COMMUNITY COLLEGE GRADUATES SKIP TO ITEM 85.

83. Did you belong to a Youth Club during your last year of school? (circle one)
1. None
2. FFA
3. BOEC
4. DECA
5. FHA
6. VICA
7. other

84. Was your Youth Club helpful in preparing you for the job you wanted? (circle one)
1. no help
2. just a little help
3. some help
4. a lot of help

HIGH SCHOOL STUDENTS STOP HERE

IF YOU GRADUATED FROM A COMMUNITY COLLEGE, COMPLETE THE FOLLOWING ITEMS.

85. Were you enrolled in a vocational program during high school? (Circle one)
1. YES 2. NO

IF YOU CIRCLED NO, SKIP TO ITEM 88. AND CONTINUE FROM THERE.

	None At All	A Little	Some	A Lot
86. How much did your high school vocational training prepare you to meet the requirements of your community college vocational program?	1	2	3	4
87. How much overlap in content was there between the two programs?	1	2	3	4
88. How much did your high school vocational teachers help you prepare to enter the community college?	1	2	3	4

89. If you were doing it over, what plans would you make to get the skills you need for the job you want? (circle one)
1. Take just the high school vocational program.
2. Take just the community college vocational program.
3. Take both programs.
4. Take neither program.
5. Other

SCHOOL USE ONLY

1. [1] [2]
2. [1] [2]
3. O.E. Code ___ ___ . ___ ___ ___ ___
Name of Program _____
4. [1] [2]
5. [1] [ ]
If an AREA CENTER, report student's home district identification. CEPD CODE [| | | | |]
SCHOOL S. A. C., I. D. NUMBER _____

VE-4045-A
4/75

Michigan Department of Education

Please return survey form to:

SCHOOL DISTRICT LABEL

FOLLOW-UP SURVEY OF 1975 GRADUATES

By answering the following questions you can help us to plan better educational programs for present high school students. The information you return will be used for educational purposes only. Thank you for your cooperation and assistance in completing this survey. Your name will not be released or otherwise connected with the information you provide.

PART I.

DIRECTIONS: Everyone should complete Part I.

1. Racial-Ethnic Group:
14 [1] American Indian
[2] Black
[3] Oriental
[4] Spanish Surnamed American
[5] White
[6] Other

2. Sex:
15 [1] Male
[2] Female

3. Check the WORD that best describes how well your high school (or area vocational education center) courses prepared you to do what you are doing now.
(Check ONE only.)
16 [1] Excellent
[2] Good
[3] Fair
[4] Poor

4. Which of the following statements describe your present status?
(Check ALL that apply.)
A. 17 [1] I am now employed.
I work about _____ hours per week.
18
B. 20 [1] I am not now employed.
C. 21 [1] I am looking for a job.
[2] I am not looking for a job.
D. 22 [1] I am a full time student.
[2] I am a part time student.
E. 23 [1] I am a homemaker.
F. 24 [1] I am in (or will be by January 1976) the military service.

PART 2.
DIRECTIONS FOR PART 2

If you are employed full or part time now, or if you are in the military, please complete this part of the questionnaire. Otherwise, go directly to Part 3, question 10.

Name of Company	City	State

Your Job Title

5. What did your HIGH SCHOOL or AREA VOCATIONAL EDUCATION CENTER do to help you find a job?
(Check ALL that apply.)

25 [1] Told me about job openings
26 [1] Sent me for an interview
27 [1] Taught me to fill out a job application
28 [1] Gave information about me to my employer
29 [1] Other (please specify) _____
30 [1] None of the above

6. Who helped you to find a job?
(Check ALL that apply.)

31 [1] High school or area vocational education center counselor
32 [1] Teacher or co-op coordinator
33 [1] Relative or friend
34 [1] High school or area vocational education center placement office
35 [1] Public employment agency
36 [1] Private employment agency
37 [1] College placement office
38 [1] Other (Please specify) _____
39 [1] None of the above

7. On your present job, how much do you use the vocational training you received in high school or area vocational education center?
(Check ONE only.)

40 [1] A lot
[2] Some
[3] Hardly any
[4] None

8. Overall, how satisfied are you with your present job?
(Check ONE only.)

41 [1] Very satisfied
[2] Somewhat satisfied
[3] Not very satisfied
[4] Not at all satisfied

9. On my present job I am paid about $_____ per hour.
42

PART 3.

DIRECTIONS FOR PART 3.

If you are now attending school or are enrolled in a training or apprenticeship program, please complete this part of the questionnaire. Otherwise, go directly to Part 4, question 14.

Name of School, Training or Apprentice Program	City	State

10. Check the type of school or program you are now attending.
(Check ONE only)

46 [1] 2 year college (vocational-technical training program)
[2] 2 year college (liberal arts program)
[3] 4 year college or university
[4] Business or trade school
[5] Apprentice Program
[6] Other (Please specify.) _____

11. My major area of study (or training) is _____

12. In your major area of study (or training), how much do you use the vocational training you received in high school or area vocational education center?
(Check ONE only.)

47 [1] A lot
[2] Some
[3] Hardly any
[4] None

13. Check all who assisted you in finding and/or getting into your present educational program..
(Check ALL that apply)

48 [1] High school or area vocational education center counselor
49 [1] Teacher or co-op coordinator
50 [1] Relative or friend
51 [1] High school or area vocational education center placement office
52 [1] Training or apprentice program recruiter
53 [1] Other (Please specify) _____

PART 4.

DIRECTIONS FOR PART 4.

If you are presently unemployed and are looking for a job, complete this part of the questionnaire. Otherwise, go directly to Part 5.

14. Whom have you asked for help in finding a job?
(Check ALL that apply.)

54 [1] High school or area vocational education center counselor
55 [1] Teacher or co-op coordinator
56 [1] Relative or friend
57 [1] High school or area vocational education center placement office
58 [1] Public employment agency
59 [1] Private employment agency
60 [1] College placement office
61 [1] Other (Please specify) _____
62 [1] None of the above

PART 5.

DIRECTIONS FOR PART 5

Any comments or suggestions you may have can be written in the space below. (Include any type of assistance you might need now or things you would have liked to have had in your high school program.)

Comments and/or Suggestions:

SCHOOL USE ONLY

63 [1.] [2.]

64 [1.] [2.]

If an AREA CENTER, report student's home district identification. CEPD CODE [ ] [ ] [ ] [ ] [ ] [ ] (73)

O. E. Code ___ ___ . ___ ___ ___ ___ (65)

Name of Program _____

71 [1.] [2.]

72 [1.] [2.]

SIRF

SYSTEM FOR IMPLEMENTING REVIEW AND FOLLOW-UP

developed
by

Purdue University
West Lafayette, Indiana

in
cooperation
with

Indiana State Board
for
Vocational-Technical Education

ABSTRACT

TITLE: Development of a Statewide System for Follow-Up of Vocational Graduates That Has Implementation for Usage by Local Educational Agencies

PROJECT DIRECTOR: Dr. William B. Richardson

INSTITUTION: Purdue University

EFFECTIVE DATES: October 15, 1974 - October 14, 1975

OBJECTIVES OF PROJECT:

1. To identify instruments that could be utilized to obtain follow-up information of vocational graduates.
2. To develop a methodology that could be used to obtain follow-up information of vocational graduates.
3. To field test the instrument and methodology for data collection on sample schools.
4. To develop a method for summarizing and analyzing data that could be used by both local and state agencies.
5. To provide a system for interpretation of the data to insure usage of the data at local levels in addition to usage at statewide levels.
6. Train local vocational guidance personnel to use system developed.

PROCEDURES OF IMPLEMENTATION: This project developed a statewide follow-up system for vocational graduates. An advisory committee was appointed to guide the staff in the selection of instruments and methodologies. Three to five local schools were used as pilot centers to test instruments and methodologies developed. Job performance as assessed by the student and by the employer was obtained. Perception of guidance and placement assistance was secured as well as an interview with a sample of guidance personnel at the local level. A handbook was developed which will provide an interpretation of the data. Workshops were held for state staff personnel so that they could determine how the system operates.

CONTRIBUTION TO VOCATIONAL & TECHNICAL EDUCATION:

The primary outcomes of this project were the development and field-testing of instruments and methodologies that could be utilized in a state-wide system for follow-up of vocational graduates.

The unique aspects of the proposed projects were objectives 5 and 6 as it is proposed to provide a system for interpretation of the data and provide for workshops to train local guidance personnel in the usage of the data.

Also, the project varied from the traditional and obtained the students' perception of guidance and placement.

In like manner, perception of job performance as assessed by the student was obtained.

PROCEDURES FOR CONDUCTING

A SIRF FOLLOW-UP

STEP BY STEP USE:

The balance of this booklet will be devoted to specific step by step procedures to implement the SIRF system in your school. The remaining discussion will be divided into 4 parts:

1. Preparing for the followup
2. Carry out the followup
3. Summarizing and analyzing the data using the computer
4. Hand analysis of the data
5. Interpreting the data and reporting results.

PREPARING FOR THE FOLLOWUP

Step 1: The part of the model at the right outlines the major activities in Step 1. The step is designed to unify data on students as they enter, interact with, and exit the program.

A. Obtain basic descriptive data on each student. Please refer to student data cards, Form A located on p. 27 of the SIRF manual. These cards should be filled out, filed and continuously updated on each student.

B. Fill out Form B on p. 29 on any student who changes status during the program prior to completion. Examples of the use of this form include: termination, change of study option, unsatisfactory progress, etc.

C. Form C on p. 31 should be completed on each student as he exits the program.

These three forms are the heart of the student data storage. A well kept, up-to-date file on each student is essential to the successful operation of the SIRF system.

Step 2: The part of the model at the right outlines the major activities in Step 2. These activities are aimed preparation for Follow-Up.

A. Identify students for follow-up is first activity. Please refer to pages 9-10 of SIRF manual. It is our recommendation that:
   1) Follow-up all recent grads
   2) Sample at 3 and 5 years

B. Once decisions are made as to what students are to be followed-up, the next activity is to prepare a cover letter and instrument for each student. On page 33 is the instrument for you to review. Also, on pages 45-47 are three samples of cover letters. You should use an instrument and cover letter that best suit your needs.

C. Identification numbers.
   Before the questionnaires are sent out, each student needs to be given an identification number. This number will be used to keep track of which students have responded. They may also be used to sort students into areas. For example, if you have two programs in Agriculture, Agriculture and Horticulture, you may wish to give the students in Ag numbers between 1 and 99 while the students in Horticulture get numbers between 100 and 199. You may use up to

seven digits for this ID number. An alternative method is to assign every student a five digit number for identification purposes and use an O.E. Code to designate areas. In this case, a list should be made as follows:

ID #	Name and Address	O.E. Code (indicating area)

The ID number is then placed on the questionnaire before it is sent out. When the questionnaire is returned and ready to be decoded, the ID number is looked on the list. Then the O.E. Code is entered in the first seven columns. and the ID number in the last five columns of the coding form.

- - - - - - - - - - - - - -

O.E. Code school student #

D. Mail the questionnaire and cover letter.

E. Non-respondents. After 14 days, mail a non-personal reminder letter to each non-respondent. After 28 days mail a personalized letter and second instrument.

F. After 45 days, telephone a percentage (10-15%) of those still not responding. Keep this 10-15% separate so that comparisons can be made to determine non-respondent bias.

G. Try to update addresses of students whose questionnaires are returned undeliverable. Correct the student data storage. Determine number of non-respondents whose addresses are unknown for final report purposes.

H. It is important that all efforts be exerted to get a high return rate of questionnaires. Please refer to page 44 in the manual for clues to increasing the return rate.

ANALYZING AND SUMMARIZING THE DATA

USING A COMPUTER

IF YOU ARE NOT GOING TO USE COMPUTER TO ANALYZE DATA GO TO STEP 4.

Step 3: Analyzing and Summarizing data. As questionnaires are returned they should be carefully examined to detect errors. All completed questionnaires should be sorted neatly according to anticipated computer usage.

A. After questionnaires are examined for cojrectness, they are to be coded on a code form. Please refer to pages 50-52 of the SIRF manual. Page 52 opens out.

B. Decoding: During this discussion refer to pages 50 and 51 in the Appendix.

Page 50 is a sample copy of a returned questionnaire. Page 52 is a sample copy of a coding form. These should be available to you from wherever you get computer cards.

Step 1: Transfer ID or OE Code to first seven columns. If OE code is used, ID number may be placed in last five columns

Step 2: The answer to question one goes in column 8 on the coding form. Put a one in column 8 if the answer is male and a two if the answer is female (this corresponds to

the numbers beside the answers). Questions 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 15, 17, 20, 23, 24, 27, 28, 29, 32, 33, 34, are handled in the same manner.

Step 3: Write in the age (from question two) in columns 9 and 10.

Step 4: On question 7, May becomes 05, and 1975 becomes 75. Enter 0575 in columns 15-18.

Step 5: Questions 14, 18, and 22 are two part questions--a yes-no response and a reason response. The yes-no response goes in one column (#25 for question 14) and the reason response in another (#26 for question 14).

Step 6: Questions 16 and 31 have multiple responses. If an answer is marked that number should be placed in the column indicated.

Step 7: Questions 18 and 26 are wage questions. The wage should be entered as four digits in columns 38-41. Example: 0250 = $2.50/hour.

Step 8: Question 30 is treated as six separate questions, each with five answers. Each question is treated like question one.

C. When all questionnaires are coded on the code form(s) you are ready to consult a computer person about the computer analysis. Three things will need to be done:

1. K e y punch computer cards from code form.
2. Transfer computer program to your computer.
3. Run cards through computer to obtain summary of data.

D. The cards may be keypunched in your data processing center. Care should be taken to insure that the keypunching is accurate.

E. The computer program is included in Appendix . This program is designed for a 360/60 IBM computer. It is ready to be put in this computer or a similar one. A computer consultant is needed to install the program.

F. Once the program is operational, the cards prepared, it is then a matter of running the cards and obtaining output.

HAND ANALYSIS OF THE DATA

IF YOU USED THE COMPUTER SKIP TO STEP 5.

Step 4: Analyzing the data by hand can be accomplished by traditional methods of frequency counts and percentages. Please examine the tables in the SIRF manual on pages for a guide in hand tabulating data.

INTERPRETING THE DATA AND REPORTING RESULTS

Step 5: The computer program produces 9 computer tables. Also, the user is asked to read page 12 of the manual for some ideas on the capabilities of the program. By use of card sorts several comparative analyses can be produced.

FORM A

Enrollment Data

Do Not Mark In This Box

Student ID No. ☐☐☐☐☐☐☐

1. Name _____

2. Permanent Address _____

_____

_____

3. Permanent Telephone No. _____

4. Parent or Guardian's Name _____

5. Parent or Guardian's Address _____

_____

6. Parent or Guardian's Phone No. _____

7. List the name, address and phone number of someone (other than your parent or guardian) who will always know your address.

Name _____

Address _____

_____

Phone No. _____

8. Date of Birth _____
month day year

9. Sex: ☐ Male ☐ Female

10. Race: ☐ Caucasian ☐ Oriental ☐ American Indian ☐ Negro ☐ Spanish Surname

11. Marital Status: ☐ Single ☐ Married ☐ Other

12. Are you a U.S. citizen? ☐ Yes ☐ No

13. Do you have any physical handicaps? ☐ Yes ☐ No

If yes, briefly describe: _____

14. How many years of school have you completed? _____

15. Name and location (city and state) of last school attended:

Name _____

City _____

State _____

Do Not Mark in This Box

☐☐☐

16. How did you spend most of last year?

☐ Going to School ☐ Military Service

☐ Employed ☐ Other, please specify:

☐ Unemployed, seeking work _____

17. Have you ever held a full- or part-time job?

☐ Yes, full-time ☐ No

☐ Yes, part-time

If yes, was the job related to the program of study in which you are now enrolling?

☐ Yes ☐ No

18. Have you ever had any previous vocational training? ☐ Yes ☐ No

19. What influenced you to choose the program of study in which you are now enrolling?

☐ Books, Magazines ☐ Relatives ☐ Friend

☐ School Counselor ☐ Teacher ☐ Work Experience

☐ Job Opportunities ☐ Television ☐ Other (list below)

_____

Do Not Mark Below This Line

20. Program of Study Code
21. High School Enrolling In
22. Vocational School
23. Enrollment Date:

	.	

Mo. ☐ Day ☐ Year ☐

FORM B

Change of Status Report

1. Student's Name _____ ID Number ☐☐☐☐☐☐☐☐☐

2. High School _____ ☐☐☐

3. Vocational School _____ ☐☐☐

4. Program of Study (Before Change) _____ ☐☐☐

5. Change of Status (check one):

   ☐ Termination

   ☐ Program of Study Change to: _____ ☐☐☐

6. If student terminated, mark reason below:

   ☐ Unsatisfactory performance ☐ Personal problems

   ☐ Entered Military Service ☐ Transferred to another school

   ☐ Took job in related area ☐ Reason unknown

   ☐ Took job in unrelated area ☐ Graduated

7. Date of Change: ☐☐ Mo. ☐☐ Day ☐☐ Year

8.

8. Grade Average at Time of Change:

   ☐ A ☐ B ☐ C ☐ D ☐ F

9. Percentage of Vocational Program Completed Before Change: ☐☐☐ %

FORM C

Exit Form

Do Not Mark in This Space

ID Number ☐☐☐☐☐☐

1. Name _____

2. Permanent Address _____

_____

3. Permanent Phone Number _____

4. Parent or Guardian _____

Parent or Guardian's Address _____

_____

6. Parent or Guardian's Phone Number _____

7. List the name, address and phone number of someone (other than your parent or guardian) who will always know your address:

Name _____

Address _____

_____

Phone No. _____

8. Marital Status: ☐ Single ☐ Married ☐ Other

9. What are your plans for the future? (Mark all that apply.)

☐ Transfer to another high school

☐ Complete a related or same vocational program

☐ Complete a different vocational program

☐ 2-Year College

☐ 4-Year College

☐ Post-High School Voc. Training

(continued on following page)

☐ Military Service

☐ Apprenticeship

☐ Seek Employment

☐ Accept a Job Offer

☐ Other, please describe _____

_____

10. If you are accepting a job offer or seeking employment, which of the following is most important to you?

☐ Salary

☐ Working Conditions

☐ Job Security

☐ Personal Interest in Job

☐ Opportunity for Promotion

☐ Location of Job

☐ Job Related to my Training

☐ Other, explain below

_____

11. Are you generally satisfied with the vocational training you received at this school? ☐ Yes ☐ No

12. Would you recommend this program to others? ☐ Yes ☐ No

13. Please mark the amount of help you got from the guidance services in the following areas:

	Much	Some	None	Did Not Seek Help	Not Offered
Career Planning	☐	☐	☐	☐	☐
Seeking Employment	☐	☐	☐	☐	☐
Planning Future Education	☐	☐	☐	☐	☐
Military Service Information	☐	☐	☐	☐	☐
Personal Counseling	☐	☐	☐	☐	☐
Recognizing Your Abilities & Interests	☐	☐	☐	☐	☐
Deciding Courses To Take	☐	☐	☐	☐	☐

14. Are you generally satisfied with the help you got from the guidance services?

☐ Yes ☐ No

FOLLOW-UP OF INDIANA VOCATIONAL STUDENTS

SECTION ONE

1. Sex
   [1] Male [2] Female
2. Age ____
3. Race
   [1] Caucasian [2] Oriental [3] Indian
   [4] Negro [5] Spanish
4. Are you a U.S. Citizen?
   [1] Yes [2] No
5. High school grade average?
   [1] A [2] B [3] C [4] D
6. Did you graduate from high school?
   [1] Yes [2] No
7. If you graduated from high school, write the month and year of graduation.
   Month _____ Year _____
8. Did you complete a vocational program while in school?
   [1] Yes [2] No
9. Mark the vocational program you were in:
   [1] Agriculture [4] Health
   [2] Distributive Education [5] Home Economics
   [3] Business [6] Trade & Industry
10. Were you in a co-op program?
    [1] Yes [2] No
11. If you have moved from the community where you lived while in high school, how long after you left school did you move?
    [1] Have not moved (Blacken square and skip to Question #14)
    [2] Within one month
    [3] Two to six months
    [4] Seven to 12 months
    [5] More than twelve months
12. How far did you move?
    [1] Did not move out of county
    [2] Moved out of county
    [3] Moved out of state
13. Why did you move?
    [1] Take a job [5] Transferred by employer
    [2] Seek a job [6] Military service
    [3] Parents moved [7] Attend school
    [4] Marriage [8] Wanted a change
14. Since you left school did you seek a full time job?
    [1] Yes [2] No, mark reason below.
    [1] Had a full time job [8] Other, describe _____
    [2] Continued education _____
    [3] Housewife or about to be married
    [4] Physical handicap
    [5] Not interested in getting a job
    [6] Military service
    [7] Work part time (less than 30 hrs/week)

SECTION TWO

15. Have you had a full-time job since leaving high school?
    [1] Yes [2] No; skip to Question 28.
16. What sources did you use in looking for your first job?
    [1] Private employment agency [6] School counselor
    [2] State employment agency [7] School placement
    [3] Parent or relative [8] On my own
    [4] Friend [9] Other, describe
    [5] Teacher _____
17. In taking your first full-time job which of the following was most important to you?
    [1] Salary [5] Location
    [2] Working conditions [6] Related to training
    [3] Job Security [7] Personal interest
    [4] Chance for promotion [8] Other, _____
18. Write in the amount of your gross earnings (before deductions) for your first full-time job.
    Hourly rate $_____.
19. Was your first full-time job in the trade or field for which you were trained?
    [1] Yes [2] No
    If YES: Indicate how well your vocational course prepared you for your first full-time job.
    [1] Exceptionally well prepared; training covered all essentials required by first job.
    [2] Well prepared on the whole, but there were some important gaps in training.
    [3] Poorly prepared; much that I needed to know was not covered in vocational course.
    If NO: Mark reason below
    [4] No job available in area of training
    [5] Learned new job by continuing school
    [6] Learned new job in military service
    [7] Decided I liked other work better
    [8] Not accepted as apprentice in trade
    [9] Other, specify _____
20. On the following scale indicate how you felt about your first job.
    [1] Highly liked
    [2] Moderately liked
    [3] Indifferent
    [4] Moderately disliked
    [5] Highly disliked
21. Print the job title of your first full-time job
    _____
    Print the name and business address of your first full-time employer.
    _____
    _____
    _____
    If you are not currently employed, skip to Question 27.

22. Is your present job in the trade or field for which you were trained in high school?

[1] Yes [2] No

If YES: Indicate how well your vocational course prepared you for your present job.

[1] Exceptionally well prepared; training covered all essentials required by present job.

[2] Well-prepared on the whole, but there were some important gaps in training.

[3] Poorly prepared; much that I needed to know was not covered in vocational course.

If NO: Mark reason below:

[4] No job available in area of training

[5] Learned new job by military service

[6] Learned new job by continuing school

[7] Decided I liked other work better

[8] Not accepted as apprentice in trade

[9] Other (specify)_____

23. On the following scale, indicate your feelings about your present job.

[1] Highly like

[2] Moderately like

[3] Indifferent

[4] Moderately dislike

[5] Highly dislike

24. In taking your present job, which of the following was most important to you?

[1] Salary [5] Location

[2] Working conditions [6] Related to training

[3] Job security [7] Personal interest

[4] Opportunity for promotion [8] Other, explain below

_____

25. Print the job title of your present job

_____

Print the name and business address of your present employer.

_____

_____

26. What are your present gross earnings? Write in the amount below.

Hourly rate $_____.

27. How many full times jobs (30 or more hours per week) have you held since leaving school?

[1] One [3] Three

[2] Two [4] Four or more

28. What is your current employment status?

[1] Employed full time [4] Employed part time (less than 30 hrs/week)

[2] Not employed but seeking work [5] In military service

[3] Not employed and not seeking work [6] In school

29. Do you have any physical handicaps that keep you from certain jobs in the vocational field in which you were trained?

[1] Yes [2] No

SECTION THREE

30. Mark the degree of help you feel you got from your high school guidance services.

	Much	Some	None	Did Not Seek Help	Not Offered by School
Career planning	[1]	[2]	[3]	[4]	[5]
Seeking employment	[1]	[2]	[3]	[4]	[5]
Planning for Future Education	[1]	[2]	[3]	[4]	[5]
Personal counseling	[1]	[2]	[3]	[4]	[5]
Recognizing your abilities and interests	[1]	[2]	[3]	[4]	[5]
Deciding what courses to take	[1]	[2]	[3]	[4]	[5]

31. Below are ways students are influenced to select a vocational program. Mark those that most influenced you to the program you took in school.

[1] Books, magazines [6] Job Opportunities

[2] Area or Voc. School Counselor [7] Part-time job

[3] Relatives [8] Teacher

[4] Neighbor or adult friend [9] Counselor

[5] Friend you own age [10] Graduate of program

[11] Other

_____

32. Are you generally satisfied with the help you got from the guidance services at school?

[1] Yes [2] No

33. Are you generally satisfied with the vocational training you received in high school?

[1] Yes [2] No

34. Would you recommend this vocational program to others?

[1] Yes [2] No

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